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AUTHOR Schmidt, George Richard
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ABSTRACT

This thesis presents a model for an Adult Growth and Development Center predicated on preventive/educational counseling for the issues and tasks of adulthood. The model is described in terms of information from three data bases: (1) a review and synthesis of various adult development theories; (2) a review of the literature on outreach programs; and (3) a pilot field survey of organizations providing services to the adult population. The programs for preventive/educational counseling for adult development are considered in terms of general life skills and specific careers, i.e., social and civic career, marriage, family, occupation, and leisure. Within each of these careers, the programs are examined in terms of the tasks and issues of the adult developmental periods of different theorists. (Author)

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A MODEL FOR AN ADULT GROWTH AND DEVELOPMENT CENTER

A THESIS

Presented to the School of Education

California State University, Long Beach

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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EDUCATION

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Master of Science

By George Richard Schmidt

December 1979

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A.W.S. and H.O.S.--love and peace.

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WE, THE UNDERSIGNED MEMBERS OF THE COMMITTEE,
HAVE APPROVED THIS THESIS

A MODEL FOR AN ADULT GROWTH AND DEVELOPMENT CENTER

By

George Richard Schmidt

COMMITTEE MEMBERS

Robert J. Swan

Robert J. Swan, Ph.D. (Chair) Educational Services

Marjorie B. Dole

Marjorie B. Dole, Ed.D. Adult Reentry Counseling

Carolyn M. Owen

Carolyn M. Owen, Ed.D. Educational Services

RECEIVED FOR THE UNIVERSITY

A. Jay Stevens

A. Jay Stevens, Ph.D.
Dean of Graduate Studies

California State University, Long Beach

December 1979

Chapter 1

INTRODUCTION

Purpose

The purpose of this paper is the development of a model for an Adult Growth and Development Center. This center is designed to provide a vehicle for client recognition of the developmental nature of the adult life cycle and the issues and tasks associated with the various periods of adulthood, to assist in developing strategies for dealing with these tasks and issues, and to provide a support structure for those persons seeking to grow and develop in their adult years.

Design of the Study

The design of the model for the Adult Growth and Development Center is developed from three data bases. The first of these is derived from various developmental theories; the second is derived from a review of the literature on outreach programs and their results, and the relationship of both to adult development; the third comes from a pilot field survey of various organizations offering services to adults.

The major part of the design is based on some representative developmental stage theories and their attendant stages, tasks, and issues. In doing this, a brief review of the history of adult development theory is presented, followed by a brief description of some of the adult development theories. The theories are then broken down into major periods, tasks, and issues and a series of developmental and growth programs are specified in terms of "careers." These programs are the "heart" of the center's purpose and goals.

To assist in the development of these programs, a review of the current array of outreach programs was done. The focus was on the issues being addressed in the programs, their relationship to adult development, the population being served, and the outcome of the programs. It was expected that this review would show that many of the outreach programs are directed to the same end as that of the proposed center, i.e., preparation for growth and change. Since the majority of outreach programs are centered in educational institutions, it was expected that a direct translation to a center outside the educational environment might not be possible. However, it was expected that these programs would provide valuable information for creating a safe, effective environment acceptable to the population to be served.

As can be seen from the results of the field survey in the Appendix, most of the services being provided by the various centers are directed to crisis-oriented situations. It is the author's belief that many, if not most, of these crisis situations are the direct or indirect result of the client's lack of general life skills, failure to recognize the periods, tasks, and issues of adult development, and/or the inability to prepare for the changes resulting from these adult developmental tasks and issues. To investigate this belief, a survey of selected counseling and service centers was conducted using interview techniques and the questionnaire included in the Appendix. The data from the survey are summarized in the Appendix and used in Chapter 3 in the description of the center's programs.

Significance of the Study

Before beginning, it should be noted that much of this section is derived from Drum and Figler (1976).

If we accept the proposition that adulthood is a process of development and change and that problems can and do arise during this process, it then follows that there is a large number of people who would benefit from counseling and/or education related to these developmental problems. It is axiomatic that a person needing help will seek out other people who he thinks will be able to help him work things out. The type of person that an adult facing a problem will turn to is, to an extent, dependent on the nature and the severity of the problem. The proliferation of crisis-oriented counseling centers, a few of which were covered in the pilot field survey (see Appendix), is evidence of the need for one type of helping person, the professional counselor.

The other type of person turned to for help is the non-professional counselor, a spouse, minister, doctor, mentor, co-worker, or friend. This does not mean that a doctor or minister cannot be an effective counselor, trained or untrained. Many are; many are not. In any event, laymen are counseling laymen, often without an awareness of the potentially harmful consequences of such counseling. This has always been the case, but it appears to be more prevalent now than before.

In either case, the result is that counseling is directed to current problem solving and not to preventive/educational counseling which would help prevent or at least lessen the impact of future changes. The counselors in the various centers surveyed and in many of the educational institutions are expected to meet an ever-widening range of client needs. They are not only faced with meeting the immediate psychological needs of their current client population, but are faced with the broader challenge of helping the adult clients satisfy their everyday, normal developmental needs. To add to the difficulties, counselors are expected to deal with the needs of a larger and larger population.

There has been some recognition of this difficulty by professional counselors and this recognition is reflected in their efforts to develop more effective and efficient counseling methods and techniques. However, it has not often been reflected in a recognition of the fact that the most effective and efficient way to deal with a crisis is to prevent it. As determined in the pilot field survey, many counselors would agree that preventive/educational counseling is desirable, but the implementation of such counseling is lacking. Even the recognition of the process of change in adulthood and the development of strategies and skills to deal with these changes, although a step in the right direction, is not enough. It is necessary that this recognition of adult development and the strategies and skills to deal with the resulting changes be made available to the population in need of them.

It appears, based on the data from the field survey, that even with large adult population being served, only a part of those who would benefit from developmental counseling/education are being reached. The clients now being served are usually middle-class whites who have been "given permission" ("given permission" refers to the internalized social acceptability of seeking professional help in dealing or coping with psychological problems) to seek counseling or are those who have been "involuntarily" referred to counseling, i.e., court referrals, referrals by government agencies as a condition of financial aid, etc. There is a whole other population of adults that is not aware of the availability of counseling, its benefits, or the "acceptability" of seeking such counseling. An approach to reaching this broader adult population, which appears to be promising, is that of outreach programs.

Outreach programs, as they currently exist, are usually addressed to specific issues or tasks in the developmental cycle and, in total, cover the entire range of needs from developing general life skills (assertion training, decision-making, etc.) to rehearsing for changes to come (death and dying, widowhood, etc.) to developing emergency-coping skills (rape prevention and counseling, etc.). Even though they cover a wide range of needs, there is no organizing adult development principle behind them. They are usually developed and offered after a recognition of a serious and widespread need in the population. In this sense, they are still "after the fact" programs.

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To date, most outreach programs have been developed by people associated with educational institutions. Much of the effectiveness of these outreach programs is the result of how they are identified and where they are presented. One way this has been done is to present the outreach programs as specialized courses, workshops, and seminars on campus or campus-affiliated locations. Examples of this are the many programs offered by Coastline Community College in Fountain Valley, California, at its satellite locations and by Cerritos Community College in Norwalk, California, on campus and at various locations within the community. These specialized courses, workshops, and seminars (assertion training, single parenting, reentry women, career counseling, etc.) are offered to the community-at-large at no or very low cost in an environment which is acceptable to the "non-client." The non-client who enrolls in these programs is made aware of the potential developmental changes and/or problems, of the fact that they are not alone or unique in facing these changes or problems, that coping skills can be learned, that counseling is available should it be needed, and that it is all right to seek counseling. Again, it is usually the members of the middle class who respond to these outreach programs, although there appears to be a change in this to include more of the lower- and lower-middle-class population (based on the author's experience as a counselor-in-training at Cerritos Community College).

Another way in which the outreach programs developed by educational institutions are presented to the general population is through the use of students presenting programs as part of their internship or field work. These programs, developed as part of the work toward the master's degree, are presented in various community organizations by the educational institution or in sponsorship with various community organizations such as the fraternal orders, churches, and senior citizen organizations. An example of this latter method is the work done by the Continuum Center for Adult Counseling and Leadership Training, Oakland University, Rochester, Michigan (Waters & Fink, 1978).

In summary, the most effective and efficient crisis-oriented counseling is preventive/educational counseling prior to the crisis. A number of approaches to preventive/educational counseling are feasible. Based on the limited data available, it appears that outreach programs offered in an educational context, i.e., a "safe," non-counseling environment, programs utilizing the client base of existing agencies as a starting point, and programs utilizing peer counselors (para-professionals) are the most effective and efficient way to reach the adult population. Using these methods and others to be developed, it is the purpose of the Adult Growth and Development Center to further this outreach to the population-at-large and to provide them with the skills and support necessary for effective growth.

Definition of Terms

Adult

Any person 18 years of age or older.

Adult Growth and Development

The terms growth and development may appear redundant. They are, in much of their meaning, synonymous. The purpose in using both is to go beyond the meaning of physical growth. Part of the definition of development, i.e., unfolding more completely, evolving the possibilities of and promoting the growth of, expresses this larger meaning.

Career

"A progression of statuses and functions which unfold in a more or less orderly though not predetermined sequence in the pursuit of values which themselves emerge in the course of experience" (Foote, N.M. in Lowenthal, et al., 1975, p. 15).

Crisis-oriented Counseling

Counseling designed to meet the needs of a person experiencing an emotionally significant event or a radical change of status which is disruptive of one's usual mode of adaptation.

Developmental Issue

The questions which arise during the life cycle that lead to decisions and choices which affect the direction of future development. Identity and intimacy are developmental issues and the attaining of an identity or an intimate relationship are developmental tasks. All the issues that one faces throughout life are developmental in the sense that the resolution of each has an effect on our future path and, hence, development.

Developmental Periods/ Developmental Stages

(These two terms are the most commonly used in the literature.) Periods within the life cycle which contain specific issues or tasks for the adult moving through them. Not all developmental theorists are stage theorists nor do all stage theorists agree about the necessity and inevitability of passing through the various stages. (See Developmental Theory Perspectives, Chapter 2, for further discussion of this point.)

Developmental Tasks

A task which arises at or about a certain period in the life of the individual, successful attainment of which leads to happiness and to success with later

> tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks. (Havighurst, 1953, p. 2)

Emergency Coping Skills

The ability, already possessed or provided through crisis-oriented counseling, to deal with situations outside the normal events of life, i.e., a more focused activity on the part of the individual.

Life Cycle

> To speak of a general life cycle is to propose that the journey from birth to old age follows an underlying, universal pattern on which there are endless cultural and individual variations. Many influences along the way shape the nature of the journey. They may produce alternative routes or detours along the way; they may speed up or slow down the timetable within certain limits; in extreme cases they may stop the developmental process altogether. But as long as the journey continues, it follows the basic sequence. (Levinson, 1978, p. 6)

Life Skills

The general abilities that enable a person to deal effectively with the issues and problems common throughout life. Examples of these skills would be assertiveness, decision-making skills, stress-coping skills, change management skills, time management skills, etc.

Outreach Programs

A series of programs designed to meet the needs of the largest population possible. These are offered as non-counseling opportunities, usually in a non-clinical environment. Examples of these would be specialized workshops, seminars, etc. addressed to specific developmental tasks or general life skills.

Definitions of these terms which are at variance with those given are indicated in the body of the paper. Unique or specialized definitions are also cited in the body of the paper.

Chapter 2

BASES FOR THE MODEL

Adult Development

Historical Perspective

Adulthood has, until recently, been viewed as being a static period of life and this view is still widely accepted (Schlossberg, Troll, & Liebowitz, 1978). Much of this belief stems from the theories of Freud, where adulthood is regarded as a time when earlier unconscious conflicts are reenacted rather than a time of further development (Levinson, 1978, p. 4). The first major challenge to these theories was made by Carl Jung (Campbell, 1971), who postulated a concept of an entire life cycle with particular attention given to adult development.

A next major step in adult development theory was made by Erik Erikson (1950), with his theory of eight stages of life-cycle development. Although others in the psychoanalytical field, such as Adler, Rank, and Reich, influenced thinking about adult development, none was or has been nearly as influential as Erikson (Levinson, 1978).

With the exception of the work of Buhler and Brunswick-Frenkel in the 1930s, it was not until the 1950s that adult development theory became an area of interest to social scientists (Levinson, 1978). Erikson's theory was first published in 1950 and it was in this decade that the work of Robert Havighurst (1953) and Abraham Maslow (1954) began to be published. The next two decades were a time of dramatic increase in the publication of adult development theory. During these two decades further studies by Havighurst and Maslow were published along with the works of Brim, Gould, Guttman, Kohlberg, Levinson, Loevinger, Miscel, Neugarten, Riegal, Riley, White, and many others (Schlossberg, et al., 1978). It is a long way from Shakespeare's Seven Ages of Man (As You Like It) to current adult development theory with all its different perspectives.

Developmental Theory Perspectives

Because of the diversity of adult developmental theory, Schlossberg et al. (1978) suggest a number of ways of organizing the various approaches. Much of what is presented in this section is derived from their work.

The first approach, one that is basic to the design of the Adult Growth and Development Center, is to consider adulthood as being either static or dynamic.

Each has its significance for the counseling relationship. A static point of view implies that adulthood is a stable period with the implication that there is a "right" way to be an adult. The counseling mode for this point of view is one of adjustment to an acceptable norm.

The other part of this duality is that adulthood is a process, a time of change and growth. This is the view of the author and the remainder of this section is a discussion of various views of this process of adulthood. In doing this, development is looked at in terms of inner versus outer determinants of change, open-ended versus stage development, and age-grading versus experiential determinants of change.

The first of these, outer versus inner determinants of change, is the question of whether change in adulthood comes from an inner need or as a result of outside factors and expectations. In some ways, it is similar to the nature-nurture dichotomy. The inner determined change resembles maturation theory and is represented by the work of Maslow (1954) and White (1966). Maslow (1954) postulates an innate drive for self-actualization and believes that, if given the proper circumstances, we will strive to become what we are capable of becoming. White's (1966) theory is based on the premise that human beings have a need to explore, expand, and achieve mastery; to become more fit, more confident.

The outer determinant of change is based on the premise that there is a lack of biological pressure for change in adulthood. Since there is no inner determinant, change, if there is any, is the result of social expectations or compelling outside events such as marriage, having a child, death of a significant other, etc.

The next perspective on adult change, open-ended versus stage development, addresses the issue of whether change is predictable or not. The open-ended theorists represented by Miscel and Riegal (Schlossberg, et al., 1978) postulate that change is particular to each individual and is tied to specific situations. There may be similarities, explained by similar experiences, but adult development does not follow a particular pattern.

The stage theorists such as Havighurst (1953), Erikson (1950), Kohlberg (1973), and Levinson (1978) postulate that there are predictable stages that a person passes through. Not all stage theorists agree about the necessity and inevitability of passing through the various stages nor do they agree on the necessity for a successive progression through the various stages.

The third perspective, age-grading versus experiential determinants, is a question of correlation with the chronological age or of the individual's experiences and life situations. Levinson and Havighurst are representative of the age-graded theorists believing that human attitudes, behaviors, and the problems that we face are the product of chronological aging (Schlossberg, et al., 1978).

The other side of this dichotomy, represented by Neugarten (1968) is that chronological age is not the determinant, but the unique individual experiences are. Here the idea is that a person's development may be affected by calendar time, social time, or life time (chronological age). It is in this approach that the question of the "social clock" by which we judge whether we are "on time" or "off time" in our particular life events becomes important (Neugarten, 1968).

Each of these perspectives can have significant influence on the goals and methods used in counseling adults. None has yet been proved "right"; none has yet been proved "wrong." Their importance in the context of this paper is in the use of all of them in recognizing and identifying the various tasks and issues of adulthood and in the development of the programs which are designed to deal with them.

Adult Development Theories

This section presents a brief overview of various adult developmental theories and the stages, tasks, issues, and problems associated with the development delineated in each. These are used in the next chapter to identify and design the programs that are to be offered by the Adult Growth and Development Center.

Carl Jung. Note: Carl Jung wrote extensively over a relatively long period of time and to attempt to reduce his writings to a manageable degree for this paper does not do his work proper justice and the author asks for your understanding.

Carl Jung, although believing that development is continuous throughout one's life, postulated four stages: childhood, youth and young adulthood, middle age, and old age (Hall & Nordby, 1973). The first stage, childhood, begins at birth and lasts until puberty or sexual maturity. Since adult development is the topic of this paper, this stage will not be discussed further. The second stage, youth and young adulthood, begins at puberty and extends to somewhere between 35 and 40 years of age. The third stage, middle age, begins by age 40 and lasts until very late in life. The last stage, old age, begins very late in life. This stage held very little interest for Jung (Hall & Nordby, 1973) and will not be discussed in detail here. Much of Jung's work was done in the context of two halves of life, the first half the morning of life and the second half the afternoon, with age 40 being the "noon of life." During the first half of life, the tasks have to do with extroverted values. It is a matter of making a place in the world, i.e., choosing a career, marrying, raising a family, etc.

The second half of life, the time that Jung was most interested in, is a time when radical changes can occur.

> Biological and social interests and activities, and orientations to the external, material world recede, to be replaced by an inward-turning spirituality. Wisdom and patience take the place of physical and mental assertiveness. The person becomes more religious, cultural, philosophical, and intuitive. (Maddi, 1972, p. 82)

It is during this time that mid-life individuation begins and the success or failure in meeting this task can have a tremendous impact on the person's remaining years. Jung's concept of individuation is directly related to the concept of archetypes and his personality theory and many of the tasks of mid-life individuation are related to meeting (a somewhat imprecise term since the archetypes are unconscious and can never be directly met) these archetypes and integrating them, along with the dichotomies of the personality structure, into a new and more complete personality. Levinson (1978) presents a brief statement of this:

> As Jung conceived the term, and as it is commonly used by psychologists, individuation is a developmental process through which a person becomes more uniquely individual. Acquiring a clearer and fuller identity of his own, he becomes better able to utilize his inner resources and pursue his own aims. He generates new levels of awareness, meaning and understanding. Individuation is known to be a crucial aspect of development in childhood and adolescence. Jung was the first

> to recognize that individuation occurs, and is sorely needed, at mid-life and beyond.
>
> Until the late thirties, says Jung, a man's life is of necessity rather one-sided and imbalanced. Many valuable aspects of the self have been neglected or suppressed. Of the four psychological functions--thought, feeling, intuition, sensation--that all personalities must exercise, only one or two are likely to have developed much. Although no one develops all four functions to an equal degree, it is possible in middle adulthood to strengthen the formerly weaker functions and lead a more balanced life.
>
> Mid-life individuation enables us to reduce the tyranny of both the demands society places on us and the demands of our own repressed (instinctual) unconscious. We can begin to give more attention to what Jung calls the "achrtypal unconscious," an inner source of self-definition and satisfaction. Archetypes are, so to speak, a treasury of seeds within the self. Most of them remain dormant in early adulthood. Through the process of individuation in middle adulthood, as a man nourishes the archetypal figures and gives them a more valued place in his life, they will evolve and enrich his life in ways hardly dreamed of in youth. Individuation is not without painful transitions and recurrent setbacks, but it holds the possibility of continuing self-renewal and creative involvement in one's own and others' lives. (p. 33)

Erik Erikson. Erik Erikson (1950) proposed an eight-stage progression over the life span. Each stage is characterized by a different crucial issue to be faced and failure to achieve a successful resolution of the central issue of each stage impedes the development during later stages. The first four stages, trust versus mistrust, autonomy versus shame and doubt, initiative and responsibility versus guilty functioning, and industry versus inferiority, generally occur prior to adolescence.

They are, however, of importance to adulthood in that an unsuccessful resolution of any of these tasks leads to difficulties in later stages and, in that sense, they can be developmental tasks at any age.

The remaining four stages are those of adulthood. The first of these is identity versus role diffusion in which the conflict is produced by the socially imposed task of becoming an independent and effective adult and the difficulty of the task for an adolescent. The second of the adult stages is intimacy versus isolation. There is no clear-cut separation point between this and the previous stage, but an individual does not become capable of a fully intimate relationship until the identity crisis is resolved. We must know who we are before we can fuse that identity with another in full appreciation of the other's uniqueness and humanness. The sense of one's own identity permits the intimacy with others beyond the romantic or sexual intimacy of first attempts.

The third of the adult stages is that of generativity versus stagnation, where we begin to become concerned with what we leave behind us after we are gone. This is the period of major productivity and is usually centered around occupational success and parenthood. Because this is the time of major productivity, it is the longest of the stages. The fourth and final adult stage is that of integrity versus despair. This is the period of increasing awareness of the limits of time and of one's closeness to death. It is the task of this stage to review one's life and accomplishments and to affirm that it has been meaningful.

Although discussed separately, there can be an overlapping of the developmental tasks. Kimmel (1974) gives an example of this overlap in relation to retirement:

> In the Erikson framework, retirement marks the transition between generativity versus stagnation and the crisis of integrity versus despair. . . . But, of course, the possibility for generativity does not end at retirement, particularly with the current lengthening of the retirement period; nor is the issue of integrity suddenly salient only after retirement. Instead, these two stages of the life cycle, and the intimacy stage as well, overlap and are probably as simultaneous as they are distinct; only the relative emphasis of the crucial issue distinguishes each stage from the others. (p. 261)

Robert J. Havighurst. Havighurst's (1953) developmental theory grew out of his work as an educator and stresses cultural and socio-economic conditions. He postulates six stages of which the first two, related to childhood, will not be discussed here. The four adult stages are adolescence, early adulthood, middle age, and later maturity.

The first stage of adulthood, adolescence, generally occurs between the ages of 12 and 18; however, many of the tasks are carried over or not begun until early adulthood. Adolescence is primarily a time of physical and emotional maturing where the principal lessons are emotional and social, not intellectual. The specific tasks of this period are:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using this body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.
10. Achieving a set of values and an ethical system as a guide to behavior.

The second adult stage, early adulthood, extends from age 18 to 30. "Of all the periods of life, early adulthood is the fullest of teachable moments and emptiest of efforts to teach" (Havighurst, 1953, p. 257). This is the time of transition from an age-graded to a social status-graded society. The specific tasks of this period are:

1. Selecting a mate.
2. Learning to live with a marriage partner.
3. Starting a family.
4. Rearing children.
5. Managing a home.
6. Getting started in an occupation.
7. Taking on civic responsibility.
8. Finding a congenial social group.

The third adult stage, middle age, extends from age 30 to 55 where "the developmental tasks of the middle age arise from changes within the organism, from environmental pressure, and above all from demands or obligations laid upon the individual by his own values and aspirations" (Havighurst, 1953, p. 268). The specific tasks of this period are:

1. Achieving adult civic and social responsibility.
2. Establishing and maintaining an economic standard of living.
3. Assisting teen-age children to become responsible and happy adults.
4. Developing adult leisure-time activities.

5. Relating oneself to one's spouse as a person.

6. Accepting and adjusting to the physiological changes of middle-age.

7. Adjusting to aging parents.

The last adult stage, later maturity, covers the years after 50.

> The fact that man learns his way through life is made radically clear by consideration of the learning tasks of older people. They still have new experience ahead of them and new situations to meet. . . . The developmental tasks of later maturity differ in only one fundamental respect from those of other ages. They involve more of a defensive strategy--of holding on to life rather than seizing more of it. (Havighurst, 1953, p. 277)

The specific tasks of this period are:

1. Adjusting to decreasing physical strength and health.

2. Adjustment to retirement and reduced income.

3. Adjusting to death of spouse.

4. Establishing an explicit affiliation with one's age group.

5. Meeting social and civic obligations.

6. Establishing satisfactory physical living arrangements.

As can be seen from the above, development, for Havighurst, is a life-long process of learning. This is made explicit in his statement, which follows.

> When the body is ripe, and society requires, and the self is ready to achieve a certain task, the

> teachable moment has come. Efforts at teaching which would have been largely wasted if they had come earlier, give gratifying results when they come at the "teachable moment," when the task should be learned. (Havighurst, 1953, p. 5)

Charlotte Buhler. Charlotte Buhler analyzed the life stories of individuals of varied nationality, occupations, and social class, looking at external events, internal events, and life accomplishments and products. From this, she postulated two models for adult development. The first is the Expansion-Restriction Model covering five phases:

1. A period of accelerated growth before reproductivity sets in.
2. A period of continuing of accelerated growth with beginning ability to reproduce.
3. A period of relative stability between accelerated growth and decline, a period of reproductivity.
4. A period of loss of reproductivity and beginning decline.
5. A period after reproductivity and of decline.

The period of growth occurs between ages 0 to 25, the period of relative stability between ages 25 to 50, and the period of decline after 50. These periods are modified by the individuals' pattern of culmination. Buhler and Massarik (1968) define four stages of culmination:

1. Early culmination, characteristic of not only the laborer, the athlete, and the sportsman, but also of certain artists and musicians.

2. Middle-age culmination, the usual pattern in most careers.

3. Late culmination, characteristic of accomplishments based on experiences and/or long, systematic planning. Typical in this category are statesmen.

4. Irregular productivity over the life span or several productive peaks.

The second model for development is the Self-Determination Model covering five phases:

1. 0-15, the period before self-determination to life goals.

2. 15-25, a period of tentative programmatic self-determinism.

3. 25-45, a period of definite self-determination.

4. 45-65, a period of self-assessment and a review of past activities with a reorientation for the future.

5. 65 plus, a period of experiencing life as fulfillment, resignation, or failure.

There is a partial correlation with Erikson's tasks of identity, intimacy, generativity, and integrity. The review of past activities with a reorientation for the future is very similar to Butler's (1975) life review.

Marjorie Fiske Lowenthal. Although not developmental theorists, the work of Lowenthal, Thurnber, Chiriboga, and Associates (1975) provides numerous insights into adult development. They studied lower-middle and middle class adults in the San Francisco bay area at four life stages:

1. High school seniors (age range 16-18)
2. Young newlyweds (age range 28-38)
3. Middle-aged parents (mean age of 50)
4. An older group about to retire (mean age of 60)

The first two stages were incremental transitions (involving role gains) and the last two were decremental transitions (involving role loss).

The results of the study are discussed, where appropriate, in the next section dealing with the developmental programs. Of general importance are the findings of the potential stressful nature of both incremental and decremental changes, the development of a stress typology, and "most notable (of the recurring themes in this book), perhaps, are criss-crossing trajectories of men and women at successive stages, which may eventually . . . prove to reflect differing types of developmental change as well as different scheduling" (Lowenthal, et al., 1975, p. v).

Daniel Levinson. Levinson (1978) postulates a series of developmental periods over the life course. These are not "stages in ego development or occupational development or development in any single aspect of living. I am talking about period in the evolution of the individual life structure" (p. 41). His reason for stressing this point is that even though there is a standard sequence of periods, each individual life has its own unique character.

The life structure is formed through an alternating series of stable and transition periods. The basic task of a stable period is to build a life structure. A person makes certain key choices, builds a structure around them and within this structure pursues his goals and values. A transition period terminates the existing structure and creates the possibility for a new one. It is during these periods that the existing structure is questioned and reappraised, various possibilities for change in the self and the world are explored and movement toward a commitment to a new life structure is made.

The developmental stages occur over and between four eras, childhood and adolescence, early adulthood, middle adulthood, and late adulthood. These, although more detailed, are somewhat related to Jung's four stages of life. Levinson begins his adult development stages with the Early Adult Transition, age 17-22. This is the time of moving out of the pre-adult world and making a preliminary step into the adult world. The next stage is Entering the Adult World, a stable period between the ages 22 and 28. During this period there are two primary yet antithetical tasks: to explore the possibilities of adult living while keeping the options open, and secondly, to create a stable life structure.

The Age 30 Transition, 28-33, is a time of modifying the first adult structure to create the basis for a more satisfying structure within which to complete the era of early adulthood. The last stable period of early adulthood is the Settling Down period, age 33-40. The two major tasks here are "establishing a niche" in society and "making it."

The bridge to Middle Adulthood, the Mid-Life Transition, 40-45, is again a time of modifying the life structure but usually with greater impact and consequences. Levinson is very similar to Jung in this period in its being the time of individuation. It is a time of balancing the polarities of our lives, of looking again at the options we did not select when making our previous decisions. It is here that we begin to question the life dream.

The stable period, Entering Middle Adulthood, 45-

50, is when we develop a new life structure which will, without extensive modification, be with us for the remainder of our lives.

The subsequent periods are not treated in depth by Levinson, but he has postulated some periods and tasks for the remainder of life. These are: the Age 50 Transition, 50-55, which is similar in its tasks to the Age 30 Transition; the stable period, Culmination of Middle Adulthood, 55-60, when we build the life structure to complete middle adulthood; and finally, the Late Adult Transition, 60-65, again, a period of modifying the existing life structure, this time in preparation for late adulthood. These periods following Entering Middle Adulthood are tentative in their development because of the age of the population with which Levinson worked while developing his theory.

Other theorists. For a brief summary of the work on adult development by Else Frenkel-Brunswick, Lawrence Kohlberg, Jane Loevinger, Roger Gould, Gail Sheehy, George Vaillant, Ira Progoff, and Elisabeth Kubler-Ross see McCoy, Ryan, and Lichtenberg (1978, pp. 229-30).

Summary of theorists. How each of these theories is applied in the development of the programs of the Adult Growth and Development Center is presented in Chapter 3.

Since this is done in such a way that the cohesiveness of each theory is somewhat obscured, a brief summary of their impact on the center's programs is given here.

Jung's major contribution is his concept of individuation as part of adulthood and particularly its impact on the individual during middle adulthood. It strengthens the importance of an inner locus of control and advances the cause of adulthood as a time of growth and development leading to a more meaningful life.

Erikson's developmental tasks are of importance because of their effect on all the careers of an individual's life and because of their recurrent nature throughout the life cycle. For example, the task of establishing an identity is a continuing process through adolescence, the marriage career, family career, occupational career, etc., to retirement and the preparation for death.

Havighurst is of importance mainly because of the specificity of the developmental tasks in each of his four stages. These, along with the integrated model of McCoy, et al. (1978), are the basis for most of the programs developed within each career at its various stages.

Buhler's importance lies mainly in her model of self-determination and her four stages of culmination. These, again, indicate the possibility of adulthood as a time of growth and self-fulfillment.

The findings of the Lowenthal study are of importance in clarifying the work of the other theorists and in the development of the stress typology.

Levinson's theory is of importance because of its stress on the alternating stable and transition periods of adult development. Most of the details of the theory have been integrated into the model of McCoy, et al. (1978), which serves as one of the starting points for the development of the center's programs and, therefore, are not usually considered separately in Chapter 3.

Outreach Programs

In a review of the literature on outreach programs, two patterns emerge. The first, mentioned before, is the development of various programs by educational institutions to meet the needs of the community after the needs have been made known to the institutions. These programs are directed to providing both general life skills, such as assertion training, decision-making, and stress management, and to special issue skills, such as death and dying counseling, divorce survival, career guidance, etc. With few exceptions, the outreach programs appear to be of a "hit or miss" nature, without a guiding theme in their development or implementation. One exception is the program at the University of Kansas (McCoy et al., 1978), which is discussed below and in detail in Chapter 3.

Although little overall evaluation has been done and it is therefore hard to measure their success in meeting their objectives, the continuing high demand for and attendance at these programs would indicate that they are in some way meeting some of the needs of the adult population. An example of this proliferation of and demand for programs is the Emeritus Program at Coastline Community College in Fountain Valley, California, which began less than 10 years ago with 20 programs and now offers over 400 classes either specifically designed for or of interest to the adult population (Buell, 1979).

The University of Kansas program (McCoy et al., 1978) is one of the few, if not the only one, which has been developed using adult development as a unifying theme. This program, still in the development and evaluation stage, has had mixed results after its first year of operation. These mixed results appear to have resulted from financial problems (the need for the non-credit courses to be self-supporting, etc.) and because "there are those who find suspect any learning so directly affecting human life" (McCoy et al., 1978, p. 227).

The other pattern in outreach programs is one of addressing the needs of specific age-groups or "problem" areas such as the various programs for the elderly, drug abusers, etc. Again, no guiding theme is apparent. A review of the literature in ERIC would indicate that these programs are successful. However, the method of evaluation is often not specified and the results must be accepted with caution. A brief reading of some of the results of the programs as reported by the authors re-enforces this need for caution. For example: "A successful program" (Flynn, 1977). "The experimental group showed a statistically significant reduction in suicide reattempts" (Welu, 1977). "Discusses a successful program" (Cohen & Frank, 1976). "It has been successful in reaching many women" (Kaplan and others, 1976). "The results indicate that for the majority the typical program met their perceived needs" (McCoy, 1977). Another example of the results of this type of outreach program is described by Pomeroy (1977). Basically, it is an ongoing program to meet the needs of the isolated elderly, implemented in apartment complexes under the authority of the San Francisco Housing Authority. The results were summarized as follows:

> Now that the outreach program has a foothold in the building it is somewhat easier to reach people, especially the new tenants who haven't fallen into the pattern of isolation. After a period of two years, the staff is beginning to see the seniors coming out of their apartments and talking to their neighbors, greeting one another in the hallways and occasionally inviting each other into their apartments. They are becoming more outgoing. All this is happening slowly, to be sure, but it is happening. (Pomeroy, 1977, p. 23)

Even if these results are accepted as showing the need for and the effectiveness of the various outreach programs, what is not known, again with few if any exceptions, is what population is not being reached, what needs are not being met. There is probably no answer to this question, but if the adult development theorists are correct and the proliferation of crisis-oriented counseling centers is any indication, there are undoubtedly many of both.

After reviewing the literature, the plan to relate the outreach programs and their results to the various adult developmental stages and tasks does not appear to be practical. In some way, almost every program can be related to adult development or the lack of it, but the lack of any underlying theme of preparation and presentation and the lack of clear-cut conclusions about the effectiveness of these programs would make it an exercise in supposition.

In summary, indications are that the current outreach programs are "successful" to the extent that they are expanding in scope and sheer magnitude of numbers; that, with few exceptions, they are in response to perceived needs rather than preventive in nature; and that evaluation of the programs is not a priority item leaving their "success" clouded.

Field Survey Results

Interview Results

In each interview that was conducted as part of the pilot field survey, the need for preventive counseling and education was expressed by the agency personnel. All 12 felt that the adult developmental stages approach was a meaningful and practical one. The overall impression of the interviews was one of awareness of the need for preventive counseling but that implementation in their agencies was hindered by lack of staff and funding.

Almost all of the agency directors, although not having previously thought in such terms, could relate their client population needs to the concept of an Adult Growth and Development Center. Most were excited by the idea and expressed interest in seeing such a center come into being. Again, the feeling about this was that it was something that should be done, but that they did not have the funding or staff to do it themselves. All 12 indicated, in one way or another, a genuine interest in actively assisting anyone developing such a center.

In discussing the model for the center during the interviews, specific issues or tasks were suggested by the agency directors for inclusion in the list of the center's goals and objectives. These are discussed in the appropriate section of Chapter 3.

In general, the inputs from the 12 directors of the agencies, who are working professionals, was encouraging and supportive of the concept of an Adult Growth and Development Center. The original purpose of the field survey, testing the practicality of the concept with professionals in the field, appears to have been met.

Problems and Issues

The issues or problems most frequently mentioned in response to the questionnaire used in the survey were related to the family. These covered almost all aspects of family life from marriage and divorce with a heavy emphasis on parenting. The specifics of this area will be more thoroughly covered in Chapter 3.

The other issues most frequently mentioned dealt with financial problems, intrapersonal problems, and senior citizen assistance. Other issues were listed or mentioned and they will be discussed, when appropriate, in Chapter 3.

Use of Para-professionals

Half of the psychological counseling agencies use para-professionals as supervised counselors. Two of these, the Straight Talk Clinic and the Orange County Gay Community Center, are almost totally dependent on para-professionals for their counseling staff.

There appears to be few, if any, problems in using para-professionals and in all cases the practice is considered professionally and ethically sound and economically advantageous.

The experience of the Downey Volunteer Bureau provides evidence that volunteers are available and desirous of being useful. The experience of the Straight Talk Clinic, Norwalk Helpline, and the Orange County Gay Community Center would indicate few difficulties in training and supervising a large staff of para-professionals.

Reaching the Community

Unfortunately, due to the author's failure to clearly define the terms and information requested in the section of the questionnaire used in the field survey relating to how the client population is reached, any conclusions or results must be inferred from a combination of the data and the interview results. That the conclusions or results are inferred from the data must be kept in mind when reading them.

The general conclusion that can be inferred is that most of the agencies wait for their clients to come to them. This does not mean that an initial effort was not made to publish the agency and to develop referrals, but that efforts since then appear to be on a "hit or miss" basis. This is somewhat understandable considering funding and staffing problems and a more than sufficient caseload, but it is a shortcoming at most of the agencies. There are exceptions to this in specific agency actions using a specific mode, but not in the sense of an organized effort utilizing all available methods of reaching the adult population.

The prevailing concept of an outreach program is one of publicity. It is more a matter of advertising the agency than one of reaching the adult population through general or specialized workshops, seminars, etc. The idea of reaching a client population which has not given itself "permission" to seek counseling has not been seriously considered by the agencies. This is also the case in the failure to use outreach programs to reach the general adult population for preventive counseling or education. In summary, the outreach concept makes sense to the agencies; however, the effort has not and is not being made to implement such a program. Again, funding and staffing are not adequate for the extra work load involved in developing such programs in the agencies surveyed.

Chapter 3

THE MODEL

Philosophy

The purpose of the Adult Growth and Development Center is to provide a framework and support structure to enhance a more successful growth and development during the adult years.

Objectives

Objectives are: to provide a vehicle for the recognition of the adult developmental cycle and the tasks and issues of adulthood, to assist in developing strategies for successfully dealing with the issues and tasks of adulthood, and to provide a support structure for those seeking to grow and develop in the adult years.

Structure

In reviewing the adult development theories in Chapter 2, it soon became apparent that a number of approaches for designing a model for an Adult Growth and Development Center is possible. Perry (1977) recognized the difficulty of selecting any one theory for adult development and instead proposed:

> That is to say, if we realize that people are more complicated than any five theories can illuminate, then we can say that any theory is smaller than people, and a given theory may illuminate a given aspect of a person or an event from one side, and another theory can illuminate better some other aspect, and that we can have a number of theories which are complimentary to each other even though they are logically discrete in their own construction. I suggest that we rest on the notion of complimentarity and the usefullness of these theories from several different positions. (p. 62)

The Adult Life Resource Center at the University of Kansas (McCoy, 1978) was designed using this approach. Combining the theories of Gould, Levinson, and Vaillant, they mapped a typography of adulthood with the following developmental stages: early adulthood--leaving home (18-22), becoming adult (23-28), and catch-30 (29-34); midlife reexamination (35-43); middle adulthood--restabilization (44-55) and preparation for retirement (56-64); and late adulthood--retirement (65 plus).

Lowenthal et al. (1975), in a study of four life stages, developed the concept of a family career, occupational career, leisure career, and a career configuration.

A combination of these two approaches serves as the basis for the design of the Adult Growth and Development Center. In this context, it is useful to think in terms of Pearson's (in Maslow, 1976) discrimination between a general factor ("G") and specific or special factors ("S"). Maslow (1976) uses this concept in terms of developing creativity but it is equally applicable to adult growth and development. If a life skill (a "G" factor) is learned or improved, it affects all the aspects of the being. For example, learning to recognize, be open to and able to deal with change as a life skill decidedly affects how one is able to handle the various transition periods and tasks irrespective of the specific content of the period.

Having learned or improved the "G" factors (life skills), one can then proceed to the "S" factors, the specific issues or tasks of the developmental periods and deal with these in a more direct, less complicated manner, simplifying the learning and increasing the chances of success. Dealing with parenting as an issue or task is much less complicated when one has learned the basic skills of change management, stress management, assertiveness, etc.

The approach thus becomes a holistic one and in this context makes clearer the interaction between life skills and specific developmental issues and tasks. The concept of a holistic approach becomes obscured by the necessity of arbitrarily categorizing the developmental tasks and skills. Addressing the "G" factors (life skills) first and then considering the specific developmental tasks or issues in terms of a social and civic, marriage, family, occupational, and leisure career helps retain the sense of a holistic approach to adult growth and development. This also helps in recognizing the considerable overlap of issues and tasks between the various careers. As examples, the development of the social skills affects not only the social and civic career, but the marriage, family, occupation, and leisure careers. Certainly the choice of an occupation and one's success and satisfaction in that career affects the marriage, family, social and civic, and leisure careers. As far as possible, the overlapping of specific skills between careers is noted in each instance, but, of necessity, emphasis is placed on the skill in the career most appropriate.

Basic Human Needs

In developing a model for an Adult Growth and Development Center, a certain arbitrariness in defining the scope of the programs is necessary. This model is predicated on the assumption that the basic human needs are being met and, therefore, programs and workshops related to these needs are not included in the model. These basic needs are briefly discussed in the following three sections. The recognition of these needs and their importance for growth and development during adulthood is essential. This requires an awareness of and openness to these needs in the client population and knowledge of and coordination with referral sources which address these needs. Knowledge of and direct contact with such agencies as the Free Clinics, the Bellflower Health Center, the Southeast Legal Aid Clinic, etc., enables the staff of the Adult Growth and Development Center to use these clinics and programs as though they were an actual part of the Center.

Physical Health

Any growth and development, physical or psychological, child, adolescent, or adult, is directly related to the state of physical well-being. Maslow's (1954) hierarchy of needs begins with the physiological needs and then the safety needs. Although not stating that everyone is rigidly bound by his hierarchy of needs, Maslow (1954) certainly felt, and the author agrees, that it was unusual for someone to transcend the basic needs in their development toward self-actualization.

This being the case, it is fundamental to adult growth and development for the individual to be in good physical health with at least a minimal sense of safety (housing, freedom from fear, etc.). As stated in the section on basic human needs, there are many programs and centers whose sole purpose is to maintain the individual's health and safety. Two of the organizations visited in the field survey, the Bellflower Health Center and the Bellflower Rental Assistance, are indicative of the programs offered in this area. Any center addressing itself to adult growth and development must be aware of the need for and availability of the services related to health and safety. Again, as stated in the section on basic human needs, this awareness enables the staff of an Adult Growth and Development Center to use these other agencies (through referrals) as though they were part of the center.

Psychological Health

Following Maslow's (1954) hierarchy of needs, after the physiological and safety needs, we come to the psychological needs--the need for belongingness and the need for esteem. These higher needs are both psychological and social, the latter to be addressed in the next section.

In a sense, what the whole concept of an Adult Growth and Development Center is about is learning to meet one's psychological needs. If everyone were clients of such a center, it would, hopefully, not be necessary to go beyond this point. Since this is not the case, the ability to recognize when an individual is experiencing problems with psychological health is necessary and a knowledge of the capability of the center and the individuals within that center to assist in resolving these psychological problems is mandatory. As in the case of physical health, a knowledge of referrals is necessary. This is particularly true if the Adult Growth and Development Center is preventive/educationally oriented rather than "crisis-oriented." This does not preclude in-house counseling services, but practical considerations (i.e., facilities, funding, staff) make the probability of such a center being all things to all people a low one.

In summary, as with the preceding physical health and the following social health, it is necessary to know the center's objectives and goals, to know the staff's capabilities, to be aware of the client population needs, to know when to refer and when to counsel in-house, and to develop and know a good list of referral agencies.

Social Health

Since there is a social career discussed later, this section will be brief. The major reason for its inclusion here is to emphasize the totality of the social needs of the individual. This totality consists of many of the life skills and many of the specific skills of the various careers and emphasis on any one or two may not be enough to ensure social health.

The individual is treated as a social individual with social needs that can be met only through an optimum awareness and understanding of that individual and the environment. The center's purpose is to assist wherever and whenever possible to assist that individual in meeting those needs.

Life Skills

The basic purpose in developing the life skills is to enhance life and foster growth and development rather than to provide the skills for "just" coping. Coping skills are necessary, but the term implies maintenance rather than growth, and in developing the life skills the emphasis should be on growth and development.

In deciding which skills should be considered as "G" factors rather than "S" factors, a certain arbitrariness was necessary. The list below can be modified in any number of ways, depending on the perspective and criteria used. The author's criteria for selecting the life skills were: which skills serve to enhance life as a whole, which skills are basic to the "S" factors, and which skills are most pervasive in their influence and effect on life. The life skills listed below should be considered as a starting point, as a place where others may choose to begin.

In developing the list of life skills, the question arose as to whether the list should be limited to "skills" or whether it should include "knowledge of." The author elected to include areas of knowledge as skills because of their importance to the enhancement of life and the growth of the individual. This is reflected by the listing of such items as Understanding Adult Development and Existential Living.

The life skills are listed below, followed by a general description of each. The list is just a list. There is no implied order of importance or preference, although the degree of treatment of the program does reflect the author's bias. Certain items do flow easily from one to another, but there is no overall sequence of priority.

1. Adult growth and development
2. Change management
3. Values clarification
4. Locus of control
5. Decision-making
6. Problem solving
7. Stress management
8. Time management
9. Assertion training
10. Creativity

The following additional skills reflect the author's personal philosophy and are, therefore optional.

1. Self-management
2. Existential living--search for meaning
3. Self-awareness and understanding

Adult Growth and Development

The awareness and acceptance of the possibility for growth during the adult years is basic to the enhancement of life. The concept of adulthood as a static period between the ages 18 and 65, by definition, limits the options to just coping and adapting.

In presenting the various perspectives of adulthood, in clarifying these perspectives by a discussion of the various theories of adult development, and in making some "sense" of the issues and tasks of the developmental stages, the individual is made aware of the option to grow. In doing this, a foundation is also provided on which the individual can build and develop the life skills and strategies to successfully meet the challenges of the various developmental stages.

Change Management

Acceptance of adulthood as a time of growth and development carries with it the certainty of change. If we ourselves are not changing, certainly our world is changing. Change management, in its simplest form, is the awareness of change, the knowledge of potential areas of and for change, and the integration of the skills of self-management, decision-making, problem solving, and stress management with each other and with the individual's search for meaning, locus of control, individual and social values, self-understanding, and creativity.

The ultimate purpose of change management is to provide a "mind set" or psychological stance for the recognition and successful handling of change.

Values Clarification

The approach to values clarification follows three steps: determination of what values one now holds, clarification and understanding of these values, and ownership of one's own values. The first, determination of what values one now holds, is important as a starting point. We begin by finding out where we are here and now and what effect(s) this has on our life. The second, clarification and understanding these values, is basic to the possibility for change. Clarifying the meaning of these values and their effects on ourselves, our families, and society gives us the knowledge necessary to the next step, ownership of one's own values. This third step is best summarized by MacLeish (1976):

> The automatic use of "I" which one learns from early childhood, the use which one hears thousands of times from adults and from one's own lips, "I think this," contributes to an illusion. Am I thinking this, or are these alleged I-thoughts actually those of everyone except me: the media, other people, thoughts never thought through since placed in my mind in childhood?
>
> To quote specifically from Fromm:
>
> [This adult] is under the illusion that it is he who thinks of this, when actually it would be more correct if he said, "It thinks in me." He has about the same illusion a record player would have which, provided it could think, would say, "I am now playing a Mozart symphony," when we all know that we put the record on the record player and that it is only reproducing what is fed into it. Likewise with feeling: the man "says" at the cocktail party: I feel very happy--what he "feels" may only be what is put into him for the occasion. (p. 36)

The outcome of values clarification is a sense of direction behind one's action and is a first step in developing other life skills such as locus of control, decision-making, self-management, etc.

Locus of Control

In accepting the concept of adult development and the changes that lead to and result from this growth and development, we are faced with the question of how much control we have or can have over these changes. All of the life skills and the specific strategies are directed to achieving a sense of control over our life's direction, but they are only effective to the extent that they are accompanied by an inner locus of control. The importance of considering locus of control separately from the other life skills and some possible ways to increase our inner locus of control are contained in the following quote:

> It is also our belief that too many people today feel out of control of their own lives, regarding themselves as pawns who are under pressure from inescapable forces that they cannot influence. The pervasiveness of this sense of helplessness can hardly be overstated: the young person who must take a job before he or she is ready to do so, the young parent who feels weighted down by the demanding daily routine of caring for an infant and keeping house, the worker caught in the 9 to 5 prison of meaningless and boring tasks, the middle-aged housewife who sees all chance of liberation and achievement slipping inexorably away from her, the successful businessperson who at age 50 suddenly realizes that he/she ignored important aspects of life and that time is running out--all these people suffer from the same feeling of being "locked in." Nor can the insidiousness of this sense of helplessness, and the passivity it breeds, be ignored.
>
> To believe that one is powerless, no more than a cog in a machine, can be used to deny or refuse responsibility for and control over one's own life. Thus we have emphasized the centrality of decision making. At the same time, we have tried to demonstrate the importance of encouraging clients to expand their thinking, to fantasize about possibilities, to open themselves to their own potentialities. The two functions--enabling clients to take responsibility for their lives and helping them to liberate their thinking--are interrelated. Freedom carries with it the obligation of responsibility; but responsibility carried with it the promise of freedom. (Schlossberg et al., 1978, p. 141)

It is quite possible that an internal locus of control would be an adjunct to mastery of decision-making, problem solving skills, self-management, and/or creativity enhancement and would therefore not need to be presented as a separate life skill. Its importance in the enhancement of life mandates special attention.

Decision-making

Awareness and understanding of the adult developmental cycle permits us the opportunity to make more of our own decisions. This does not mean that these decisions will be totally free of external constraints; they will not. However, these external constraints lose much of their inhibitory power when considered as a part of a total decision-making process.

A variety of decision-making models exists and it is possible to present more than one to the individuals who will be developing decision-making skills. One, that of Gelatt (in Pietrofesa & Splete, 1975) is given here to illustrate the sequence and to permit comment by the author.

1. Statement of purpose or objective
2. Collection of data (information)
3. Determination of: (a) possible alternatives, (b) possible outcomes, and (c) probability of outcomes
4. Determination of desirability of outcomes
5. Evaluation and selection
6. Implementation
7. Reconsideration and reentry at step 1 if necessary.

In utilizing such a model, the use of feedback and feed-forward are essential to exploring all the possibilities. Awareness of serendipity is also desirable. A conscious awareness of risk-taking strategies is essential to effective decision-making and it is the author's belief that it is this aspect which is most often overlooked in developing the skills of decision-making.

It is obvious that without some sense of an inner locus of control, decision-making skills lose a great part of their value. It is equally obvious that an understanding of one's value system is essential for effective decision-making. Finally, an important point often overlooked is that one possible decision that can be made is not to make a decision at this time. It is not necessary, in fact can be detrimental, to make all decisions now.

Problem Solving

The distinction between decision-making and problem solving may, on the surface, appear to be artificial. The distinction, for the author, is there and it is an important one. It can be stated in terms of affective (problem solving) versus cognitive (decision-making), degree of control of the situation and circumstances (in decision-making there is a greater degree or sense of degree of control), or degree of orientation toward the future (in problem solving, the emphasis is on immediate relief as opposed to a sense of planning for the future, near or long-term, in decision-making). As an example, consider the difference between being evicted and deciding to buy a house. Being evicted is a more affective experience, often without much sense of control over the situation and it is usually a very short-term situation. Buying a house, on the other hand, although there is a large affective content, is usually a cognitive decision with a high degree of control and a strong sense of the future involved.

Thus the learning of problem-solving skills as a separate life skill enhances one's sense of control over one's life, permits a wider application of one's value system and lessens the degree of stress to which one is open. As with decision-making, a number of approaches are possible. The following, the author's synthesis of various models, is illustrative of the techniques:

1. Problem awareness--how, when, and why was this defined as a problem? What is the motivation for dealing with the problem now?

2. Problem definition--a very important step. The definition of the problem will also define the range of answers possible.

3. What is the goal? What is it that you hope to achieve?

4. What are the constraints, the areas of difficulty and concern?

5. What are the facilitative factors, those things helpful to the resolution of the problem?

6. What is the criterion for solution? This is where constraints, facilitative factors, and goals are integrated.

7. Selection and implementation of a solution.

As with decision-making, the process appears to be cut and dried. It should not be considered as such. A little creative thinking during the process can only increase the options available and consequently the favorability of the outcome.

Stress Management

Attendant to the change which results as a normal part of growth and development during adulthood is the problem of stress. It is a pervasive influence in modern life and results from both negative and positive happenings. The benefits to physiological and psychological health and the enhancement of life which results from stress management is self-evident.

The model of stress management preferred by the author is one which emphasizes the understanding of what stress is, what its effects are, and how to plan for dealing with it. The model, again synthesized by the author from various models, follow a simple form:

1. What is stress?
2. What are its effects?
3. Developing a stress schedule
4. Preparing for stress
5. Dealing with stress
6. Reward and reenforcement

Time Management

At any level which one chooses to select, but particularly at the level of growth and life enhancement, time management is a must. This statement is made with the proviso that time management is not synononous with rigidity and repetition. Effective time management is, in fact, the opposite. It permits one the time to pursue the opportunities and challenges of growing and developing as a human being. It permits flexibility, the freedom to pursue objectives that transcend the physiological and safety needs.

As with change management, decision-making, and stress management, many models are available. The author has no preference for a particular model to the extent that the model selected is one which emphasizes the life enhancement potential of time management.

Assertion Training

In any sense of development, the need for self-respect with its attendant awareness of one's rights as a human being is an absolute. With the awareness and acceptance of one's rights as a human being, there is the need to express these rights in a non-aggressive manner. That, for the author, is what assertiveness is all about. Of the works with which the author is familiar, the one which best illustrates this is presented in the book by Lange and Jakubowski (1976). The underlying philosophy and the suggested assertion training models imply an understanding of positive growth and development as an essential part of adult life.

Creativity

Creativity, as with many of our abstract concepts, is a gold mine of myths and fallacies. If there is one accepted "truth" about creativity, it is probably that creativity leads to a fuller expression of man and his being and, thus, for the author, is an integral part of the growth and development of that human being. It is included here for that reason.

One of the myths about creativity is that it is "special," a gift from God given to the special few. In a sense, depending on the definition of creativity, this is probably true. But given a broader definition of creativity--"the production of an idea, concept, creation or discovery that is new, original, useful or satisfying to its creator or someone else in some period of time" (Gregory, 1974, p. 182)--creativity can be seen as an attribute common to all and only needs stimulation to be expressed. MacLeish (1976) is a strong advocate of this point of view and an even stronger advocate of the point of view that creativity exists or can be recaptured in the middle and late adult years. Adults do not lose creativity, in fact the opposite is true. Creativity exists and can be brought into action given the proper stimulation.

The works of Gregory (1974) and MacLeish (1976) present different approaches to the stimulation (enhancement) of creativity. Either, depending on the person's personal preference, can serve as a model for developing creativity in the adult years.

Self-management

The idea of self-management and locus of control and self-management and time management are often interchanged and/or confused. They are certainly interrelated. What is presented here is a broader sense of the term, one which not only permits us the sense of being in control of ourselves and having the time in which to deal with that self, but which enables us to look at and act as a total person. It encompasses many of the other life skills and further adds the belief in oneself as worthy of management and the faith that such management has a purpose and an effect. It is closely related to the search for meaning and the ability to live existentially, but it transcends both in the sense of being in the world and the world being in us. It is the recognition and maintenance of oneself in the "spiritual" sense. This sense of self-management is best reflected, for the author, in the work of Fromm (1956, 1968), some of which is quoted in the section Search for Meaning--Existential Living.

Search for Meaning--Existential Living

The ability to grow and develop, not just as an adult but as a human being, implies more than just an awareness of the survival and coping skills. Frankl (1962) calls it a search for meaning, a way of existential living. To indicate the direction of this search for meaning, the author has found the work of Fromm (1956, 1968) to be of special significance. The entire book, The Art of Loving (Fromm, 1956) and particularly Chapter IV, The Practice of Love, is, in its essence, a statement of existential living. But there is more and the following brief quotes from Fromm (1968) illustrate the general sense and direction as expressed in terms of hope, faith, fortitude, and resurrection. "To hope means to be ready at every moment for that which is not yet born, and yet not become desperate if there is no birth in our lifetime" (p. 9).

> Faith is not a weak form of belief or knowledge; it is not faith in this or that; faith is the conviction about the not yet proven, the knowledge of the real possibility, the awareness of pregnancy. (pp. 13-14)

> Fortitude is the capacity to resist the temptation to compromise hope and faith by transforming them--and thus destroying them--into empty optimism or into irrational faith. Fortitude is the capacity to say "no" when the world wants to hear yes. (p. 16)

> Resurrection, in its new meaning--for which the Christian meaning would be one of the possible symbolic expressions--is not the creation of "another reality" after the reality of "this" life, but the transformation of "this" society in the direction of greater aliveness. (p. 17)

Self-awareness and Understanding

As adults, we are "selfs" in many worlds; in our society, our occupation, our family. Each of these "selfs" are unique and yet all are a part of our total "self." If we are to grow and develop throughout our adult lives, an understanding of the self through awareness is essential.

The approaches to self-awareness and understanding are many and each can contribute. For the author, self-awareness and understanding is closely related to existential living--the search for meaning, creativeness, and an inner locus of control. But more than this, it transcends the conscious into the realms of the unconscious and what

Jung (Campbell, 1971) called the collective consciousness.

The technique to bring about greater self-awareness and understanding are generally determined by the individual's "school of thought" and personal value system. For the author, the techniques would include, among others, mind-discipline, self-discipline, contemplation, meditation, understanding dreams, and a development of balance and harmony in the individual's life space. The author has used some of these techniques with different groups and has been gratified by the results reported by the participants (a purely subjective evaluation). Whatever the approach or techniques used, growth and development as a human being can only be made "easier" by self-awareness and understanding.

The life skills presented are the necessary general skills which are fundamental to life satisfaction. They are the skills which provide a firm starting point from which to address the specific developmental issues and tasks. Possession of these life skills lessens the impact of developmental change in adulthood and increases the chances of successfully meeting the challenges and opportunities of the adult developmental cycle.

Social and Civic Career

The Social and Civic Career is divided into a discussion of the social career, social career programs, and the civic career. The programs for the civic career are listed, but not discussed since they are fairly self-evident.

The Social Career

Based on the findings of Lowenthal et al. (1975), there appear to be four developmental stages in the social career. Within these, there are also differences attributable to gender. In studying friendship, Lowenthal et al. (1975) found that, with the exception of the middle-aged sample, the complexity of friendships increase across the life span and that this increasing complexity may support Jung's (Campbell, 1971) individuation, i.e., that with advancing age and an increasing awareness of death, one grows to know and accept the various qualities that make up the self. In turn, this increase in perception of complexity of the self may well enhance the awareness and acceptance of the complexities in others. Lowenthal et al. (1975) also found that, across the life span, women tended to perceive more complexity in their relationships than did men.

Another finding of their study of friendship is that the perception of the qualities of friends and friendships are surprisingly similar across the adult life span, suggesting that the functions of real friendship may be established at an early age and then maintained throughout life. The significance of these findings and the particular emphasis relative to the four adult periods in the social career programs will be discussed, where appropriate, in the description of the stages and programs.

In terms of the social career, the four stages are early adulthood, 18-34; midlife reexamination, 35-43; middle adulthood, 44-64; and late adulthood, 65 plus. The first period, early adulthood, is a time of learning and honing the basic skills. It is also "the most individualistic period of life and the loneliest one, in the sense that the individual, or at most two individuals, must proceed with a minimum of social attention and assistance to tackle the most important tasks of life" (Havighurst, 1953, p. 258). The second period, midlife reexamination, is a time of shifting from external social values and rewards to an internal set of values and rewards. The third period, middle adulthood, is a time of establishing a social life which meets the new, i.e., internal, sense of values and rewards. The final period, late adulthood, is a time of maintaining a viable social life in the face of a diminishing (through relocation or death) number of friends and acquaintances, sometimes complicated by a loss of mobility on the part of the retired person.

Social Career Programs

The following is a list of the social career programs to be discussed:

1. Communication Skills
2. Social Sex Roles
3. Integration of Personal and Societal Values
4. Socially Responsible Behavior
5. Forming Social Groups
6. Leadership, Cooperation, and Competition

As stated before, the general life skills will not be included in the specific careers, but their importance to each career should be considered. The staff of an Adult Growth and Development Center must be aware of the differences between a client needing to develop social skills, a client lacking the basic life skills, and a client lacking in a combination of the two. With this awareness, it then becomes possible to meet the needs of the client through referral, specialized programs, etc.

In discussing the various social skills programs, the specifics of developing the programs are omitted. The discussion will be related to the needs at the different developmental periods.

Communication Skills. Communication skills are necessary across the entire life span. In adulthood, the growth of an individual's social, civic, and/or occupational responsibility and advancement are related to the possession of "good" communication skills. Equally important is the ability to communicate, verbally or nonverbally, the wants, needs, wishes, desires, etc. in the individual's interpersonal relationships.

In terms of the four adult stages, the needs of early adulthood are clearly illustrated in Havighurst's (1953) statement:

> It is a time of sensitivity and unusual readiness of the person to learn. Early adulthood, the period from eighteen to thirty, usually contains marriage, the first pregnancy, the first serious full-time job, the first illnesses of children, the first experience of furnishing or buying or building a house, and the first venturing of the child off to school. (p. 257)

Just looking at this partial list of firsts would indicate a need for a variety of communication skills.

The needs of midlife are related to the individuation process, to experiencing and expressing the changing values and beliefs resulting from the shift to a more internalized sense of the self and the world. It is also a time of reconciling oneself to the outcome of "the Dream" (Levinson, 1978, pp. 245-51) and to communicating the shape of the modified dream.

The needs of middle and late adulthood are similar to those of early adulthood in the sense that the midlife has given us a new self-perspective with its effect on our social world and in late adulthood we are trying to maintain our social world in the face of change and loss.

Social Sex Roles. The growth and development of oneself personally and socially is related to the ability to break out of stereotypes and prejudices. The recent experiences of the Women's Liberation, Gay Liberation, and, to a lesser extent, Men's Liberation movements, and the resulting personal gains and losses and social advancement amid chaos and confusion, are testimony to that possibility for growth.

Certainly our exposure to sex-role stereotypes and prejudices begins at an early age, but anytime, including adulthood, is a good time to begin to reexamine them.

Integration of Individual and Societal Values, and Socially Responsible Behavior. These two programs, if not the same, are certainly closely related and will, therefore, be discussed together. In looking at these programs, two basic questions arise: first, what is socially responsible behavior? What decides this--the individual's value system or societal rules and norms--will have a major impact on the individual's life style and life satisfaction. Hopefully, it would be a satisfactory compromise for the individual and society. The second question, a multiple one, is: to what extent can we integrate the individual values and societal values; what are the trade-offs and the consequences of these trade-offs; and how much can or should an individual change or compromise the personal values to satisfy the societal values?

The importance of the adult developmental periods to these programs lies mainly in the change of personal values over time and, to the extent that they do change, change of societal values during the individual's development. This combination of change has a strong effect on the individual's ability and willingness to compromise.

Leadership, Cooperation, and Competition; and Forming a Social Group. In terms of the social career, these two programs are basically the same. In the wider context of the various other careers, Leadership, Cooperation, and Competition is a more encompassing program.

The effects of the various adult developmental periods on the development of these programs is, again, related to increased advancement and responsibility over the adult life cycle and to changes in the individual's expectations of the social group. The responsibilities of a younger adult are usually less than those of a more mature adult, up to the retirement stage, and the basis of the younger adult's involvement in a social group differs from that of an individual in middle or late adulthood. For example, during the leaving home period, the social group is usually a support system for breaking loose from the family circle while the middle adulthood social group is more related (sometimes inversely so, sometimes directly so) to family responsibilities, occupational demands, and the pursuit of security. (Lowenthal et al., 1975)

Changing Roles and Social Relations. This program would be more appropriately named "Changing Roles and Social Relations During ________ Adulthood." The transition periods (Levinson, 1978) of adulthood almost invariably result in a change (sometimes major, sometimes minor) in the individual's roles and social relations. The clearest example of this is the change resulting from retirement. The loss of the role, worker, and the distancing from a work-related social life, if not prepared for, can be a traumatic experience for the individual. If these issues are addressed as a part of retirement planning, the satisfaction with retirement is increased. (Lowenthal et al., 1975)

A similar case can be made for the young adult leaving home, the young adult marrying and beginning a family, for the middle-aged individual "making it" in the world, and for the individual during and after the midlife reexamination.

The Civic Career

The major programs in this career would be addressed to developing civic competence. These would include community involvement programs, consumer programs, volunteer training, activism programs, and other skills and concepts related to specific civic issues such as school involvement, political activism, etc. It is the author's belief that these types of programs are best offered in conjunction with specific organizations such as the various legal-aid clinics and ethnic or religious groups.

The one program that would probably be best handled within the center would be consumer protection coordinated with legal aid and various government agencies.

The relationship of these programs to the adult developmental periods is less clear than in the social career; however, one relationship that is clear and which needs addressing is consumer protection for the elderly.

The Marriage Career

The tasks and issues of the marriage career will be considered in terms of the four developmental periods outlined in the social and civic career. There are, however, two other important aspects to be considered in all of the marriage career programs: Neugarten's (in Schlossberg et al., 1978) "social clock," "on-time," and "off-time"; and Levinson's (1978) importance of the timing of the marker events in the developmental cycle.

Schlossberg et al. (1978, p. 4), in discussing Neugarten's research, state:

> Neugarten (1977) postulates that "there exists a socially prescribed timetable for the ordering of major life events" and that most adults conform to this timetable. Although adulthood is not mandated by the dramatic biological changes that trigger physiological development in childhood and adolescence, most adults have a built-in "social clock" by which they judge whether they are "on-time" in particular life events. To be "off-time," whether early or late, is to be age deviant; and like any other kind of deviance, this carries with it social penalties. The woman not married by age 29 used to--and maybe still does--feel ashamed. The man still in school at age 30 feels ashamed. It is as shameful to have a baby at age 45 as at age 15. Furthermore, age norms differ for men and women. Women are expected (both by themselves and by others) to date, to marry, and to have children at an earlier age than men. Neugarten concludes that, in considering social expectations about appropriate behavior, one should think in terms of age/sex roles rather than just age roles or sex roles.

Levinson (1978, pp. 54-55), in considering "marker events" in the developmental cycle, states:

> Our lives are punctuated by events such as marriage, divorce, illness, the birth or death of loved ones, unexpected trauma or good fortune, advancement or failure in work, retirement, war, flourishing times and "rock bottom" times. We use the term marker event to identify an occasion of this kind, which has notable impact upon a person's life. Marker events are usually considered in terms of the adaptation they require. They change a man's situation and he must cope with them in some way. The further changes in his relationships, roles and personality are then understood as part of his adaptation to the new situation.
>
> Yet we also need to regard marker events from the viewpoint of development. They can occur at various

> ages and do not in themselves cause the start or end of a period. However, the age at which an event occurs is important. The significance of a marker event for an individual depends partly upon its place in the sequence of the developmental periods.
>
> Getting married, for example, is a marker event in a man's life, whatever his age and circumstances. It makes a great difference, however, just where in the evolution of the periods it occurs. If a man marries at the start of the Early Adult Transition, say at age 18 or 19, the decision to marry and the character of the marital relationship will be highly colored by his current developmental tasks. He is engaged in the process of separating from parents and forming an initial adult identity. He wants to be more independent and "adult," be he also feels unprepared for adult life and tends to seek a dependent relationship with a protective-caring-controlling figure other than a parent. The hazard of marrying at this point in his development is that the marital relationship may perpetuate the struggles with his parents. The result, often, is that he retains the childish qualities he had consciously rejected and fails to attain a more genuinely adult identity. There are similar hazards for women at this time, and each partner is implicated in the other's developmental struggles.
>
> Likewise, a marital relationship that takes shape early in the period of Entering the Adult World, say at age 23 or 24, will reflect the developmental tasks of that time: to explore the possibilities of the adult world and to form a provisional life structure. The choice of a mate influences, and is influenced by, the overall character of the structure. One man tries to build a structure in which he can pursue his special dream or vision; he marries a woman who shares that dream and wants to join him on the journey toward its realization. Another man betrays his dream: seeking to build a structure that is more acceptable to parents or is "safer" in some inner sense, he marries a woman who will value and support this conservatism. At some later time he may blame her, with much or little justification, for her part in leading him away from his dream. The meaning and vicissitudes of the marital relationship will be markedly different in the two cases. The variations are endless.

The social clock and the timing of marker events will not be discussed in each of the marriage career programs;

however, they will be covered when their impact is major.

The programs of the marriage career are:

1. Human Sexuality
2. Sex Roles
3. Stages Within Marriage
4. Divorce and Living Alone
5. Being Single
6. Living Together Without Marriage
7. Second Marriages
8. Living Alone--Widows and Widowers
9. Senior Marriages
10. Gay Singles and Couples

Human Sexuality

Irrespective of any sense of religious, moral, or philosophical right or wrong, one needs only to visit a health clinic, as the author did the Bellflower Health Clinic, to understand the need for more knowledge and understanding of human sexuality. The high incidence of venereal disease, teenage pregnancies, unwanted children, requests for abortion information, etc., is, for the author, amazing in our current society. Alan Gregg (in Kinsey, Pomeroy & Martin, 1948, p. vii) wrote that:

> Certainly no aspect of human biology in our current civilization stands more in need of scientific knowledge and courageous humility than that of sex. The history of medicine proves that in so far as man seeks to know himself and face his whole nature, he

> has become free from bewildered fear, despondent shame, or arrant hypocrisy. As long as sex is dealt with in the current confusion of ignorance and sophistication, denial and indulgence, punishment and exploitation, secrecy and display, it will be associated with a duplicity and indecency that lead to neither honesty or human dignity.

The author believes this is as true today as it was then.

How a program on human sexuality would be structured and presented is, probably more than any other program in this paper, dependent on the local situation and factors. Whatever the local situation and the method of presentation of the program, the author has found the book Fundamentals of Human Sexuality (Katchadourian & Linde, 1972) a good source for developing such a program. As with most books, there are probably sections which are brought into question by current research efforts and the need to stay current with the literature is obvious.

Sex Roles

What form the marriage partnership will take is, to some extent, dependent on the individual's concepts of marital sex roles. The choice between a "traditional" marriage, i.e., wife the homemaker, husband the breadwinner, and a "non-traditional" marriage, i.e., role reversal, both partners working at separate jobs, partners sharing the same job on a part-time basis, singles living together, gay couples, etc., and the successful outcome of that choice is certainly influenced by the individual's sex role expectations. Other factors affect the choice and the outcome, but it is the author's belief that ultimately a "successful" marriage, one in which both partners grow and develop to their optimum capacity, is the result of congruency between and satisfaction in the individuals' perceived and prescribed sex roles. It is here that Levinson's (1978) concept of the point in time at which a marker event occurs has bearing. For that reason, if not for any other, a clarification of sex-role expectations prior to marriage is important. Under the best of circumstances, the adaptation and adjustment problems of the first years of marriage are stressful. Eliminating some of the causes of these adaptation problems, such as divergent sex-role expectations, can help in making the first years "easier" for the marriage partners.

In the early adult years, the clarification of sex role expectations would also serve to clarify many of the options in other marriage/family decisions, i.e., continuing education, time of settling down in the first job, family planning, etc.

The midlife crossover of sex roles (Schlossberg et al., 1978) can be made less stressful and disruptive of the marital relationship by a clearer understanding by the individuals of their sex-role expectations.

The adjustment to retirement can be favorably affected by a better understanding of sex-role expectations. The changes in sex-role expectations at this time in the adult cycle are usually the result of role losses, i.e., loss of job, change in family status, growing dependency on children, etc., and an awareness of the potential in each of us for the attributes of both "masculinity" and "femininity" can ease the adjustment pains.

Although talking only about the individual's sex-role expectations, it should be remembered that society has its own sex-role expectations and their influence can be significant, especially if they are not consciously addressed. The program Social Sex Roles in the social and civic career should be considered when developing this program.

Stages Within Marriage

These would be a series of programs or workshops dealing with the issues and tasks of marriage as they usually occur in adult development. There will be exceptions, perhaps many, in the sense of individuals who are off-time and the effects of the social clock, on-time and off-time (Neugarten in Schlossberg et al., 1978) and Levinson's (1978) timing of marker events and should be considered in the development of these programs.

For early adulthood, the programs would include:

1. Communication in Marriage. This could be a single program covering the entire developmental spread or could be a series of specific adult developmental period programs.

2. Preparing for Marriage. In its simplest form, this program could be a clarification of the individual's goals, objectives, etc. for the marriage. It is a matter of the state of mind or "mind set" of the individuals in their understanding and expectations of marriage.

3. Selecting a Mate. Although it may sound a little unromantic, the question of compatibility after the first bloom has gone is important. When the romantic and sexual attraction comes into perspective, there are still two individuals left who must learn to live together.

4. Learning to Live With the Marriage Partner. Adjustment and adaptation techniques, how to "fight fair" and learning to compromise are just a few of the possibilities for this program.

5. The Marriage Partnership and the First Child. It is a certainty that the first child will have an impact on the social and sexual part of the marriage. Less time, more responsibility, etc. are all problems of adjustment during this period and usually are not addressed prior to the fact. Looking at them beforehand might make the impact a little less severe.

In middle adulthood, programs would include:

1. Relating to the Spouse as a Person. The empty nest and the coming to terms with the Dream often lead to the need to develop a new basis for the relationship between spouses, i.e., as individuals.

2. Changing the Marriage. This could be the result of the empty nest or facing the Dream of above or could be the result of the desire or need of one or both partners to modify or change the marital relationship for any reason.

In later maturity, programs would include Adjusting to the Death or Illness of a Spouse, which particular program will be addressed more fully in the program Death and Dying in Family Career.

There are certainly other programs related to the stages within marriage, but the above gives an indication of the types and sequencing of such programs.

Divorce and Living Alone

The adaptations and adjustments, the problems of divorce and of learning to live alone are self-evident. What has often been missed in dealing with these issues, as indicated in such workshop names as Surviving Divorce, is the opportunity for growth and development. Obviously, meeting the immediate survival needs of the individual before, during, and after divorce is important and the period of development of these survival skills may not be the time to be talking about opportunities, but the program can and should be structured so that it will lead, as naturally as possible, to the awareness of these possibilities. It may take another program, as a follow-up, to bring these possibilities to the point where they are seriously considered, but the groundwork is laid in the first program.

As with all the programs, the individual's point in the developmental cycle will have a bearing on the program, its objectives, and probably the techniques. The combination of individual development and its place in the life cycle presents a tremendous challenge for a person developing programs such as these. The first step has been made toward a successful program with the recognition of the potential areas of concern and conflict.

Being Single

While addressing the needs of the married, it is important that the needs of the persons living alone be considered. The movie title, Love, Pain and the Whole Damn Thing, applies to singles as well as marrieds. Both can be lonely, hurt, happy, sad, smothered, etc. and the needs of both need attention.

A program such as this could range from the very practical (in fact, such a practical approach may serve as a good beginning for bringing the individuals into the center and, therefore, making the transition to "counseling" easier) to the more complex issues and problems.

Living Together Without Marriage

Again, without regard to right or wrong, basically the same issues and tasks of adult development are faced by a couple living together without being married as with those who are married. Depending on one's personal point of view, the issues and tasks may be more difficult or less difficult without the legality of marriage, but the fact is that they are there. This is true for adults of all ages: the young couple, the divorced person leery of a second attempt, and the elderly who would bear a financial loss (social security, pensions, etc.) if they were married rather than living together. Obviously, no program can ignore the effects of societal values and norms and the extent to which and the way that they are covered is a tight rope between outright rejection of societal values and norms and the inability to be impartial in the program because of one's strong belief in the societal system.

This program, as with others in this section, presents problems in that it would run counter to the prevailing social norms and values. Also, as with others, recent events such as the Marvin vs. Marvin case indicate that persons in this type of relationship are not without specialized issues and tasks. This is further compounded by the normal adult development and its attendant issues and tasks.

One starting point for this type of program could be in the legal area, i.e., the contract between the two parties, and could be open to other issues, both relationship specific and developmentally related.

Second Marriages

Although the author is not sure exactly what form such a program as this would take, the frequency of second marriages certainly indicates the possibility of special needs.

Living Alone--Widows and Widowers

The death of a human being is a loss to those who knew him. The death of a spouse is even more tragic and the resolution of the crisis of that loss is very often a difficult one. But the loss of a spouse has a continuing impact beyind the acceptance of death. Each day is another reminder of that death as the surviving spouse deals with living alone.

Many married persons are not prepared for living alone and it is not gender specific--the surviving husband can be equally as lost as the surviving wife. A program which addresses death and dying helps deal with the immediate impact. What is needed is a program which provides the framework for beginning anew. It is usually an issue that we would rather avoid, but widow and widowerhood is a reality for almost all of us and one that can be made tolerable, at the least, if we are prepared for day-to-day living alone.

Senior Marriages

Again, the author is not sure of the form of such a program, but certainly a beginning could be the giving of "permission" for seniors to remarry. Along with the societal attitudes regarding senior marriage (in the author's experience, a mixture of mild outrage and doting indulgence of the cuteness), there are all the problems of children's attitudes, financial aspects, adjustment and adaptation problems, etc. It would appear to be a fertile ground for assisting in adult growth and development.

Gay Singles and Couples

The issue of gays is a sensitive one which is in a state of "emotional" flux in society today and one which many, if not most, people would rather avoid. If the figures of Kinsey, Pomeroy, and Martin (1948) are correct, there is a large population whose developmental needs, in this special context, are not being met outside those areas with a population large enough and open enough to support special centers such as the Orange County Gay Community Center.

The author is aware of the dangers of further stigmatization by separation, but is not sure that many of the needs of this particular population can be met in any other way at this time. The number and variety of programs being presented at the Orange County Gay Community Center overlap, to a considerable degree, with other programs in the community-at-large which address these same needs and would indicate the need for such separateness, at least for some period of time.

Wherever and however it is done, the concept of human rights and dignity and the opportunity for all individuals to grow and develop to their optimum capacity mandate this attention.

The Family Career

In considering the family career, three areas are covered: the family of origin, the family of procreation, and homemaking skills. It is necessary, as in the other careers, to be aware of the overlap between programs within each of the three areas and between the different careers. This overlap, in spite of some fracturing of the tasks and issues, has the distinct advantage of naturally leading to other developmental programs and thus provides a continuity for the educational/preventive counseling of adults. One of the basic objectives of each of the programs should be to make the client population aware of other possible needs and the programs designed to meet those needs. In other words, each program serves, in part, as a hook for the next or other programs.

Family of Origin

Only two programs are presented in this area, both related to specific adult developmental periods. The first, Emotional Independence From Parents, occurs in late adolescence and/or early adulthood. The second, Aging Parents, usually occurs in middle adulthood.

Emotional Independence from Parents

This would more properly be called Emotional Independence from Parents and Other Adults. Havighurst (1953, p. 124) defines the goals of the task "to become free from childish dependence on parents, to develop affection for parents without dependence on them; to develop respect for older adults without dependence on them."

There is, usually, an ambivalence on the part of both the young adult and the parents. The young adult wants to go out on his own but knows that its a tough world out there, often unforgiving of mistakes. The parent is fearful of what that world may do to their inexperienced children but also knows that eventually they must go into that world. Ambivalent or not,

> adults who fail in this task are dependent people, often still tied to their parents, unable to make up their minds on important matters, unable to move about freely in our adult society because they are still children, emotionally. (Havighurst, 1953, p. 124)

If the individual has reached young adulthood without this emotional independence, a program to develop a combination of life skills (decision-making, change management, locus of control, stress management, etc.) specifically directed to the everyday issues of a young adult would be one form of helping the individual meet this task.

Another approach could be the presentation of the program as a support group for the younger adult entering the world. This could be done directly or under the guise of a specific skills program for the young adult.

Aging Parents

One of the major issues of middle adulthood is dealing with parental role shifts. The change in physical health, economic conditions, etc. of the parents often leads to an increasing dependency on their children. The middle-aged adult finds himself in the middle of three generations, being parent to one's own children and to one's parents.

This program would be one of awareness and understanding of the shifting roles and their demands and some basic skills in role adjustment and adaptation. An important part of the program would be in learning to recognize that not all of the parental demands are reasonable and that guilt is an issue that must be faced and dealt with.

Family of Procreation

The programs developed in this area would mainly deal with parenting issues and would follow a sequence of:

1. Family Planning
2. Prenatal care
3. Adjusting to the First Child
4. General Parenting
5. Adolescent Parenting
6. The Empty Nest
7. Being a Grandparent
8. Working Parents
9. Single Parents

Depending on the philosophy of the center, programs for involvement in the education system, extended families, family abuse, etc. could also be developed and presented. These types of programs are discussed here, but indicate the wider scope of issues and tasks related to the family of origin.

Since each of these programs has a common base in parenting, they are considered as a single program for discussion purposes and are keyed to the adult developmental periods. Again, the issues of the social clock and the timing of marker events in the developmental cycle have an effect on these issues and tasks and the programs should be developed to take these factors into consideration.

Family planning is affected by a number of factors, personal and developmental, and consideration of these factors could serve as the basis for developing the program. The place in the occupational career of either or both of the parents, i.e., exploratory phase of career selection, career goals and objectives of the mother, etc. and the traditional or non-traditional form of the marriage partnership all have a bearing on when to begin a family, size of family, etc.

Prenatal care, important in its own right, is further affected by the chronological age of the mother-to-be, i.e., teenage mother, middle-adulthood mother, etc.

Adjustment to the first child is, again, affected by the status in the other careers:

1. Marriage--how long have the parents been married; have they worked through the adjustment and

adaptation phase of the marriage or are they still dealing with the issues?

2. Occupational--have the parents resolved the work/parenting relationship of both parents?

3. Leisure--how does the child affect the leisure goals, etc. of the parents?

To see the effects of these other career factors, consider one aspect of the marriage career. If the partners have not successfully completed the adjustment to one another, birth of the first child can cause feelings of jealousy and/or rejection for the husband, feelings of confinement to a single role (mother) for the wife, etc. The place in the other careers can be looked at in a similar manner.

The adolescent parenting program brings the family career full cycle. The parents had to leave the nest to become adults in an adult world and their task now is to help their adolescent children succeed in the same task. This is complicated, as discussed in the family of origin program, by being in the middle of three generations.

The empty nest is almost a new beginning of marriage and is discussed in the marriage career. Its importance here is in the parents learning to let go of their children while still retaining a meaningful relationship with them and their family of procreation.

The working parents and single parent programs would cover the same basic cycle as the parenting programs above, but with special consideration given to assisting the individuals in meeting the developmental tasks in the context of their non-traditional family situation.

Homemaking Skills

The programs for the homemaking skills are:

1. Home Management
2. Financial Management
3. Consumer Education
4. Owning a Home
5. Renting

There are undoubtedly other programs which fall into this area, but the above are indicative of the general range and type. The programs for the homemaking skills are generally self-explanatory and are not discussed individually. A few comments about the development and the structure of the programs need to be made.

As with life skills, the homemaking skills are pervasive throughout the adult development cycle and the learning of these general skills enables the individual to direct more effort to learning the specific skills related to the family career. These programs, as with many of the other programs, affected by where the individual is in the other careers and in the developmental cycle and the development of these programs can then be of a general nature, appealing to the entire adult population, or of a specific nature, appealing to various sub-populations defined by specific issues or tasks.

The Occupational Career

The programs for the occupational career are, basically, a series of career education and guidance programs. Since there is a considerable quantity of material available in this area, only a few general comments will be made rather than an individual discussion of each program. The programs in this career are:

1. Educational Guidance
2. Career Guidance
3. Career Exploration
4. Job Search Skills
5. Career Development and Enhancement
6. Career Changes, Second Careers
7. Self-employment
8. Adult Reentry
9. Retirement Planning
10. Retirement

Within each of these programs there can be special needs relating to the developmental cycle. Educational guidance is a part of the career guidance for the adolescent and young adult, but also for the reentry woman, reshapers of the Dream, etc. Career exploration occurs during the entire occupational career for those individuals seeking upward mobility. Career development and enhancement is equally applicable to those who are progressing or want to progress in their career and to those who are "dead-ended" in their career. The career changes, second careers, and self-employment meet the needs of the adult population across the entire occupational career span, i.e., young adults still unsettled in a career, the midlife adult who is coming to terms with the Dream, and the pre-retired or retired adult who wants or needs to work after retirement.

One other program for consideration in the occupational career is The Dream. The Dream program could be developed from Levinson's (1978) theory and could be designed for the young adult who is just beginning the Dream and/or the midlife adult coming to terms with the Dream.

An important part of these programs would be the awareness and understanding of the culmination stages of Buhler and Massarik (1968). An understanding of the four culmination possibilities (early, middle-age, late and irregular) is useful to both the individuals developing the programs and those attending them. The possibility that different occupations can have different culmination points make it possible for the individual to adjust to or adapt career choices in such a way as would enhance his life satisfaction.

Leisure Career

In considering the leisure career, program development can range from the specific (programs for a specific leisure activity such as boating, needlepoint, etc.) to the more general. The programs discussed here are of the more general type and cover:

1. Personal Exploration
2. Physical Awareness
3. Substance Abuse
4. Physical Health--Myths and Realities
5. Learning to Play
6. Lifelong Learning
7. Volunteering

Personal Exploration

This program is closely related to the Life Skills program for values clarification. Its specific purpose in this career would be in meeting the needs of those values in the context of leisure time which are not met in the occupational or family careers. It would be a program designed to explore our unsatisfied needs and values and some possible ways to fulfill these needs.

Physical Awareness

The program on substance abuse is an educational/ preventive one, not one of correction. The use of drugs and alcohol and their effects in the younger years, alcoholism in middle and later adulthood, etc. are forms that these programs could take.

The physical health program would be addressed to the myths and realities of aging. Adjusting to the aging body (at any adult age) is an issue many of us would like to avoid. Our youth-oriented society has certainly contributed to this reluctance to face aging and to the perpetuation of the many myths which make aging a thing to be feared and dreaded in our society. The reality of an active physical life at all stages of adult development needs to be addressed in the most forceful terms.

Learning to Play

Although included in the leisure career, the ability to play enhances life satisfaction in all aspects of adulthood. Unfortunately, being an adult is too often synonomous with being serious, hard-working, no-nonsense, etc., with the implication that "serious" people do not play. It is the author's firm conviction that playing is what keeps us "young" (young being defined as active, concerned, and caring as opposed to chronologically young in age).

Lifelong Learning

The joy of lifelong learning, whatever form it takes, is a gift to us all. The important thing here is that learning can be academic learning, skills learning, and growth and development learning in its broadest sense. To learn to communicate a sense of caring is just as (more?) important as learning an intellectual skill; rather, the two complement each other. The individual who learns to make a coffee table can, and should, receive as much joy and satisfaction as the individual who writes a book. We are blessed in our diversity if not our acceptance of it.

Volunteering

The satisfaction and life enhancement derived from helping others is not restricted to any age group or developmental period. The needs or the circumstances may change, i.e., at retirement, volunteering satisfies many role needs and there is more time available, but the rewards and satisfactions are constant. The specifics of such a program are not discussed here but would evolve, to a large extent, out of the community needs and resources and the adult population within the community.

Programs related to the specific adult developmental periods could also be developed in a form such as: (1) Use of Time and Leisure--Youth, (2) Use of Time and

Leisure--Middle-age, and (3) Use of Time and Leisure--Later Maturity. These programs are suggested as a possibility and are not discussed; however, the developmental issues and tasks of the other careers would serve as the keystone in their development.

Summary

In this chapter a series of general life skills and career-specific programs have been presented. These programs, particularly the career-specific programs, have been discussed in terms of the various periods of adult development. Two factors need to be considered in relation to this presentation of programs. First, the lists of programs are not all inclusive. There are, undoubtedly, other programs, both life skills and career specific, that could be specified. In fact, the breakdown into a series of careers is, by its very nature, a somewhat artificial one and therefore subject to modification. The second factor is that the consideration of developmental period effects during the various careers is stated more age specifically than may be the case. Many developmental tasks and issues cover more than one developmental period and/or arise more than once during adulthood.

Both of these factors should be considered in implementing the programs. The design and presentation of the various programs should be such that they appeal to a range on both sides of the developmental period. In some cases, as in retirement planning, the need for preventive/ educational counseling is far in advance of the timing of the actual event.

In discussing preparation and implementation of the various programs, the question of how best to reach the largest possible adult population arises. This is a question worthy of its own study, but some general approaches have been indicated in this paper. These, to some undetermined extent, reflect the author's preference and/or bias. Even considering this, there is still a large measure of validity in the approaches. To cover a few: the greater involvement of educational institutions and non-counseling community organizations (fraternal organizations, religious organizations, etc.); the wider use of paraprofessionals, particularly peer counselors; and a major rethinking of current counseling techniques and methods. The author has seen, both in the field survey interviews and in his own supervised counseling, the benefits of using peer counselors. In the opinion of the author, any minuses are far outweighed by the pluses. The author is currently teaching a retirement planning course at a community college and has experienced first hand the willingness of adults to accept counseling under the guise of an educational program. As to methods and techniques, the introductory chapter, Chapter 1, covers this fairly well. As stated before, these three are just the beginning of a long list of possibilities. Hopefully, they have indicated the way.

Chapter 4

SUMMARY

Chapter 1 states the purpose of the study and its significance. The major point in this chapter is the need for a different approach to adult counseling. The mode suggested is one of preventive/educational counseling in conjunction with current problem solving counseling. The basic premise is that the most effective and efficient way to deal with a crisis situation is to prevent it.

This chapter also addresses the need for a more effective means of reaching the potential adult client population and the potential benefits to be gained through the wider use of paraprofessionals (peer counselors).

Implementation of preventive/educational programs is also considered with emphasis on reaching the potential client population in terms of the most efficient and effective environment, bases for establishing the programs and counseling mix.

Chapter 2 presents a brief history of adult developmental theory, a series of perspectives on adult development and consideration of some of the adult developmental theorists (Jung, Erikson, Havighurst, Buhler, Lowenthal, Neugarten, and Levinson). The position arrived at is that adulthood is a predictable process of development and growth and that it is possible to develop a series of preventive/educational programs based on a synthesis of various adult developmental theories.

Chapter 3 presents a series of life careers and adult developmental periods which are then used to develop the preventive/educational programs. Programs in a social and civic career, family career, marriage career, occupational career, and leisure career are presented with special consideration given to four overall periods of adulthood: early adulthood, midlife reexamination, middle adulthood, and late adulthood. These four major periods are broken down, where appropriate, into more discrete periods such as leaving home (early adulthood), restabilization (middle adulthood), etc.

Chapter 3 concludes with this presentation of the possible programs. Since the actual implementation of an Adult Growth and Development Center would be affected by many factors such as personal philosophy, socio-economic make-up of the community, resources available, etc., questions of staffing, facilities, funding, etc. are not covered. The end product of Chapter 3, the presentation of the possible preventive/educational programs, is to serve as a starting point from which to develop and grow.

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APPENDIX

FIELD SURVEY

Purpose

The purpose of the counseling field survey was to examine some of the services being offered by the various counseling centers in the community to begin to identify those issues, tasks, and problems that are the basis for the need for crisis-oriented counseling. It was expected that many of these needs will have resulted from a failure to be aware of changes resulting from adult development, inability to cope with these changes, and lack of knowledge of where to go for the help needed before it becomes a crisis situation. It was not intended that the counseling field survey be the basis or justification for the design of an Adult Growth and Development Center.

There is already credible evidence (Drum and Figler, 1976) of the value of counseling in preparation for adult developmental tasks and issues. Unfortunately, most of these programs are Outreach Programs offered by educational institutions. I expect that the results of the survey will indicate how these Outreach Programs can be adapted to meet the needs of the counseling services being offered by the centers in response to developmental needs. Specifically, it was expected that many of the counseling services being offered by the various centers would be unnecessary if growth and developmental programs dealing with these issues were available to, and used by, the client population of these counseling centers.

Design

The counseling field survey was a three-step process. The first, a personal visit by the author, was for the purpose of introducing the study to the center's Director/Administrator. It was felt that the visit would indicate the significance of the study such that the Director/Administrator would be motivated to provide the assistance needed to conduct the survey. During the visit, preliminary information was obtained through a discussion with the Director/Administrator and a tour of the facilities.

The second step was the completion of the questionnaire left with the Director/Administrator during the personal visit. The questionnaire was designed to elicit the following information: general background, client population, services provided, staffing and staff training, fees and funding, and facilities. The relationship of each of these items to the Adult Growth and Development Center will be discussed in the results.

The third step was a series of follow-up letters and telephone calls to ensure completion of the questionnaire and to provide a means of "fleshing out" the questionnaire results.

A copy of the questionnaire is attached.

Sample

The organizations surveyed were:

Bellflower Health Clinic
10005 Flower Ave.
Bellflower, California

Bellflower Rental Assistance
9838 E. Belmont
Bellflower, California

Bell Gardens Community Center
5856 Ludell Ave.
Bell Gardens, California

S. E. Legal Aid Center
2007 E. Compton Blvd.
Compton, California

Straight Talk Clinic
5712 Camp St.
Cypress, California

Family Services of Downey
11455 Paramount Blvd., Suite F
Downey, California

Downey Helpline
12458 Rives Ave.
Downey, California

Downey Volunteer Bureau
11026 Downey Ave.
Downey, California

Orange County Gay Community Center
12732 Garden Grove Blvd.
Garden Grove, California

Family Services of Long Beach
1041 Pine
Long Beach, California

Norwalk Helpline
12727 S. Studebaker
Norwalk, California

Salvation Army Family Services
14034 Pioneer Blvd.
Norwalk, California

The organizations were selected to obtain a cross-section of client populations, services provided, staffing, funding, etc. The sample is not necessarily representative of all the organizations providing services to the adult community, but does appear to cover most of the major issues. The following is a brief description of the reasoning behind the selection of the specific organizations.

Bellflower Health Center was selected because its population was fairly representative of the less affluent members of the community, because its services are mainly in the area of physical health, and because it is funded through the county.

Bellflower Rental Assistance was selected because it provides a non-health service, again because it is fairly representative of the less affluent members of the community, because it is a part of a local municipality, and because of its funding.

Bell Gardens Community Center was selected because of the range and mix of the services provided and because of the variety of funding resources.

S. E. Legal Aid Clinic was selected because of its non-health services and because of its predominantly low-income client population.

The Straight Talk Clinic was selected mainly because of its large use of interns in its counseling programs and peripherally because of its success in obtaining funding through various agencies of government at all levels.

Family Services of Downey and Family Services of Long Beach were selected because of their specific, although not exclusive, orientation to the family as a client population. Two family service agencies were chosen because of the different emphasis given to the overall programs and goals in each.

Downey Helpline was selected because it is currently oriented to the elderly as a client population and because of its means of funding.

Downey Volunteer Bureau was selected because of its work in finding and placing volunteers with various community agencies, clinics, organizations, etc.

The Orange County Gay Community Center was selected because of its "special" population, the wide range of programs offered, and because it is, at present, totally supported by donations and voluntary fees for services.

Norwalk Helpline was selected because of its client population, mainly adolescents who are in trouble with the "system."

The Salvation Army Family Service was selected because of its religious affiliation.

Again, the sample was not designed or intended to be totally representative of the total population of clinics, counseling centers, service organizations, government agencies, etc. Those in the sample were selected to cover most of the major adult developmental issues in the theories.

Results

All of the twelve organizations completed and returned the questionnaire. Of these, seven provide services which could be classified as psychological counseling; four provide services which could be classified as life assistance counseling (legal, housing, physical health, etc.); and one provides both types of service. The results of the questionnaire for each organization are summarized below.

Bellflower Health Center. The Center, located in a municipal building complex, operates from 8:00 a.m. to 5:00 p.m., Monday through Friday. The purpose of the clinic is "to provide community health services."

Seventy-five percent of the client population comes to the center through call-in or drop-in, 25 percent from referrals. Of the services provided, 40 percent are related to women's care (family planning, prenatal care, etc.), 30 percent are related to communicable disease control, immunization, T.B. clinic, etc., 25 percent are related to parenting, and the remaining 5 percent is a mixture of other health-related issues. The majority of the services are provided in person with the exception of the problems relating to parenting. The parenting problems and issues are handled about half and half in-person and by telephone.

Staffing consists of a Health Officer, an M.D. with a Master's degree in Public Health; three half-time M.D.s; one full-time pediatrician; one dentist; two MSWs; a dental hygenist; eight public health nurses; nine R.N.s; four workers (with Master's) in health education, nutrition, and immunization; two community workers; two nursing attendants; and ten clerical personnel. All are paid workers and, with the exception of the Health Officer, the two half-time M.D.s, the dentist, and the two workers in public health immunization, all are female. Little recruiting for staff is necessary because of a long employment waiting list.

Supervision and training of the staff is varied but quite extensive, varying from new employee orientation to three-day seminars in specialized topics.

Bellflower Rental Assistance. The office, located in the City Hall, operates from 9:00 a.m. to 5:00 p.m., Monday through Friday. The purpose of the office is to "provide rental assistance to low-income families." Forty percent of the client population comes to the office through referral, 30 percent through Outreach Programs, 20 percent through drop-in or call-in, and 10 percent through publicity releases.

The rental assistance program in Bellflower is dormant because of lack of funding. There are 35 participants, with a waiting list of over 200. Applications are being discouraged and the only effort is for routine follow-up.

Bell Gardens Community Center. The center, which is located near two main cross-streets, operates from 6:30 a.m. to 6:00 p.m., Monday through Friday. Emergency economic-related counseling is handled by the local Social Services Office. The purpose of the center is stated as being "dedicated to helping residents of cities in the Southeast sector of Los Angeles County recognize individual, family, and community problems and to determine and eliminate the causes." Seventy percent of the client population comes to the center through drop-in or call-in, 15 percent are by referral, 10 percent through Outreach Programs, and 5 percent through other publicity.

The services offered by the center are quite varied and range from meals-on-wheels for senior citizens, child-care for working parents, to limited counseling. The issues addressed by the center in assisting their client population are: economic pressures and problems, 52 percent; isolation (senior citizens), 17 percent; physical disabilities (senior citizens), 11 percent; cross-cultural adjustment (parents), 11 percent; and immigration-related issues, 9 percent.

Because of the diversity of programs offered, it is difficult to categorize staffing. It ranges from an Executive Director and four Department Directors, all with MSWs, to volunteer workers in the thrift shop. Total staffing consists of 104 females and 10 males.

The supervision and training is as varied as the staffing, ranging from small-group workshops and seminars for the professionals and paraprofessionals to individual day-to-day contact with the various volunteer personnel.

Southeast Legal Aid Center. The center, located on a main street of the community, operates from 8:30 a.m. to 5:00 p.m., Monday through Friday. Emergencies are handled by a "short cause lawyer." Fifty percent of the client population comes to the center through call-in or drop-in, 30 percent through referrals, 10 percent through Outreach Programs, and 10 percent through other publicity.

The issues or problems dealt with are (in rank order) unlawful detainers, domestic problems (divorce, etc.), consumer problems, administrative law, and alien rights. Contact is almost evenly divided between in-person contact and telephone contact. Both types of contacts are, as would be expected with the complexities of legal matters, of an ongoing nature, i.e., five or more contacts.

Staffing consists of a Director, eleven lawyers, three para-legal assistants, and nine office personnel. All are full-time paid employees; fourteen are female, ten male.

The entire staff receives case load supervision on an ongoing basis. Training of the staff is extensive, ranging from in-house law tapes for individual study to small-group seminars.

Straight Talk Clinic. The clinic, located in a residential area, operates from 9:00 a.m. to 10:00 p.m., Monday through Friday and from noon to 6:00 p.m. on Saturday. They have a 24-hour, 7 days a week emergency telephone service. Their main purpose is to "provide community-oriented low or no-cost psychological counseling and related services." Ninety percent of the client population comes from referrals, 60 percent by friends or relatives, and 30 percent by other agencies. The remaining 10 percent is reached through Outreach Programs and publicity releases. The issues or problems dealt with in counseling are interrelated but are expressed as basic interpersonal communications (35 percent), loneliness or alienation (25 percent), problem solving (20 percent), non-assertiveness (10 percent), and helplessness or incompetency (10 percent). Counseling is done by telephone, usually a one-call situation with follow-up in-person counseling. In-person counseling for six or more visits predominates.

Staffing consists of three coordinators and eight professional counselors, all of whom are paid. They have an average of 50 volunteer counselors per year on a part-time basis. The majority of these are students doing field work assignments. Of the total staff, four are females, seven are males. The volunteers this year are comprised of 35 females and 15 males. The volunteer staff is recruited through field placement coordinators at various universities and colleges.

The volunteer staff receives two hours per week supervision. A variety of weekend workshops and seminars related to specific issues are available to the volunteer staff. Supervision for the paid staff was not specified.

Family Services of Downey. The agency, located in a semi-residential area, operates from 9:00 a.m. to 8:30 p.m., Monday through Wednesday, and 9:00 a.m. to 5:00 p.m. on Thursdays and Fridays. Their main purpose is to "provide family and individual counseling to people in our service area."

Information on how they reached their client population was not available. Almost 100 percent of the client population is seen in-person, 54 percent for five or fewer visits, 46 percent for six or more visits. Telephone counseling is avoided whenever possible. Over one-half of the problems or issues addressed in counseling are related to the family, specifically 26 percent for marital problems, 24 percent for parent-child problems, and 9 percent for other family relationships. Thirty-two percent of the issues or problems are related to "personal adjustment" and the remaining 9 percent were not specified other than as all others.

Staffing consists of six District Directors, 20 professional counselors, and 13 office personnel, all of whom are paid. The agency has six volunteers "assisting in a variety of tasks but not to do any counseling." All of the Directors and counseling staff have Master's degrees and the agency prefers licensed personnel. Of the total counseling staff, 18 are female, 8 male. They have no special method for recruiting the staff.

The District Directors attend periodic workshops or seminars in management skills and the counseling staff receives regular in-house staff development (20 hours per week). Supervision, with the exception of new staff members, is provided on an "as-needed" basis.

Downey Helpline. The Helpline, located in a municipal park, operates from 8:00 a.m. to 5:00 p.m. daily. Their main purpose is "to coordinate and facilitate organizations providing human and recreational services and to provide hotline services.

The majority of the client population (60 percent) comes through drop-in or call-in with Outreach Programs and referrals accounting for 15 percent each. The remaining 10 percent come from all other activities and publicity. The problems or issues addressed are: rental problems, 35 percent; drug abuse, 25 percent; housing problems, 20 percent; family problems, 10 percent; and transportation problems, 10 percent. A breakdown of in-person visits and telephone contacts was not given.

Staffing consists of two Coordinators, two professional counselors, one paraprofessional, and one office worker. All are full-time paid employees. The staff is recruited through the city personnel office.

The staff receives supervision and training in operational procedures, case handling, and emergency referrals.

Downey Volunteer Bureau. The office, located on the main street of the city, operates from 10:00 a.m. to 4:00 p.m., Monday through Thursday. Their purpose is to "recruit and refer volunteer personnel."

The majority of volunteers come through drop-in or call-in, referrals, and publicity. Of the 200 (approximate) volunteers per year, 45 percent want to help others, 25 percent have extra time, 10 percent are lonely or bored, 10 percent need work experience, and 10 percent feel that it is a life-enriching activity.

The office is staffed by a part-time paid Director assisted by members of the Assistance League. The volunteers receive training and supervision when and where they are placed. The bureau does not have a direct involvement after placing the volunteer.

Orange County Gay Community Center. The center, located in a small professional complex, operates from 6:30 p.m. to 10:30 p.m., Monday through Friday, and from noon to 10:30 p.m. Saturday and Sunday. Their purpose is to "provide facilities and services to the gay community and to provide educational services and information to the total community."

The client population comes to the center through call-in or drop-in (40 percent), word of mouth (30 percent), publicity (20 percent), and through other means (10 percent). Two counseling populations exist: the first is the in-person counseling population of which 75 percent are seen for six or more visits, 25 percent for five or fewer visits; the second is the Hotline caller population, 90 percent of whom call once, 10 percent of whom call more than once. Many of the second callers are referred to in-person counseling. Over 80 percent of the problems or issues are related to sexual identity or acceptance of sexuality, social and family pressures, and conflicts and low self-esteem. Work and financial problems account for 10 percent, with the remaining 10 percent related to social skills and loneliness.

The counseling staff consists of two directors, 10 counselors, five licensed supervisors, 30 Hotline monitors, and 10 Rap Group facilitators. The entire staff, including the licensed supervisors, work part-time and are unpaid volunteers. Of the total staff, 12 are female, 45 are male. The staff is recruited from users of the center and through friendship networks.

The counseling staff receives supervision weekly and attends monthly training and maintenance workshops. The Hotline crew and the Rap Group facilitators receive monthly supervision and refresher training.

Family Services of Long Beach. The agency, which is located in a semi-residential area, operates from 9:00 a.m. to 9:00 p.m. Monday through Thursday, 9:00 a.m. to 5:00 p.m. Friday, and 9:00 a.m. to 1:00 p.m. Saturday. Their purpose is "to strengthen family life through counseling, family education and advocacy."

The majority of the client population comes from referrals (90 percent), with call-in or drop-in, Outreach Programs and publicity accounting for the remaining 10 percent. Almost 100 percent of the client population is seen in-person, 66 percent for five or fewer visits, 34 percent for six or more visits. They do very little telephone counseling. The problems or issues dealt with in counseling are: individual problems, 40 percent; marital problems, 30 percent; parent-child problems, 10 percent; depression, 10 percent; and anxiety, 10 percent.

Staffing consists of a full-time paid Director, 15 full-time and 28 part-time counselors, and 4 part-time paraprofessionals. Of the counseling staff, 21 are female, 27 are male. The staff is recruited through advertising in the Los Angeles Times and the N.A.S.W. Job Bulletin.

The counseling staff receives bi-weekly case consultation with a psychiatrist. There are occasional workshops on special issues offered to the staff.

Norwalk Helpline. The Helpline, located in a semi-residential area, operates from 9:00 a.m. to 9:30 p.m., Monday through Friday. Their main focus is on "diversion programs, detour programs (for runaways), and general counseling for youths."

The majority of the client population comes from referrals, both agency and other clients (65 percent), the remainder through call-in or drop-in, publicity, and Outreach Programs. Almost 100 percent of the client population receives in-person counseling for six or more sessions. There is very little telephone counseling. Almost all of the problems or issues addressed in counseling are related to the family structure, with an arbitrary breakdown of drug use and burglaries (50 percent), runaways and other family problems (25 percent), spousal and child abuse (25 percent).

Staffing consists of an Administrator (position now open), three program heads, ten professional counselors, and four non-counseling staff members. All of the staff are paid. The agency also uses 15 paraprofessional volunteers working part-time. Of the total staff, 25 are female, 7 are male. The staff is recruited through University Field Work Programs, CETA Programs, and through newspaper advertising.

The counseling staff receives supervision weekly and attends monthly weekend workshops. The volunteer counselors receive training and supervision from the counseling staff.

Salvation Army Family Services. The center, located on a main street of the city, operates from 8:30 a.m. to 4:30 p.m., Monday through Friday. The purpose of the center is to "provide counseling." Sixty percent of the client population comes to the center through referrals, 25 percent through Outreach Programs, 10 percent through publicity, and 5 percent through call-in or drop-in. Of the services provided, 40 percent are related to family problems, 20 percent to young adulthood problems, 20 percent to older, single women's problems, and 10 percent to miscellaneous problems. The services are all done in-person and are about equally split between those requiring five or fewer visits and those requiring six or more visits.

Staffing consists of a Director, six professional counselors, and office personnel. All are full-time, paid employees. Of the professional staff, two are female, five male. Recruiting of personnel is done through NASW and advertisements in local papers.

Counselors receive four hours of supervision per month on a bi-weekly basis. In-service training is provided, totaling about one full day per month.

Summary and Conclusions

Problems and Issues. Of the eight agencies offering psychological counseling, six specifically mentioned family-related matters as an issue or problem and a seventh indicated this as a partial cause of the alienation and intrapersonal problems of their clients. Although hard to specify numerically, the major areas of family problems appear to be parenting, particularly with teenage children, and problems with the spouse. Although not specifically listed on the questionnaire by the agencies, it was the author's impression during the interviews that some of these problems were reflected in child or spousal abuse and in adolescents' problems with society, the law, and drug abuse. The last two issues were mentioned by two of the life assistance counseling agencies.

The second most frequently mentioned issue or problem was related to financial difficulties. This was listed by two of the psychological counseling agencies and three of the life assistance agencies.

Intrapersonal problems, i.e., isolation, alienation, sexual identity problems, etc., were listed by five of the counseling agencies as major issues or problems.

Drug abuse and/or legal problems were listed by two of the seven psychological counseling agencies and one of the life assistance agencies.

Although listed by only two of the psychological agencies and one of the life assistance agencies, issues related to senior citizens were mentioned in the interviews by seven of the agencies. It appears to be the coming thing.

Reaching the community. The purpose in asking the questions related to how the client population was reached fell far short in providing useful information. This is the result of the way in which the question was asked and the lack of definition of the terms used in the question. The author failed to clearly define the information being sought by the question and the terms used in the question. What was determined was that 4 of the 12 agencies reached the majority of their clients through drop-in or call-in. Five others accounted for part of their client population in this manner. Unfortunately, the term is too general and vague to provide much meaningful information, a criticism applicable to the other terms as well. Each agency has its own understanding of the terms and it is almost impossible to accurately interpret the data. Some data can be inferred from the questionnaire when supplemented by the interviews. What information can be extracted from the data is discussed in Chapter 3.

Use of paraprofessionals. Four of the eight psychological counseling agencies use paraprofessionals as supervised counselors. One other agency uses volunteers in a non-counseling mode. One of the five (Downey Volunteer Services is considered separately below) life assistance agencies uses paraprofessionals. Two agencies, Straight Talk and Orange County Gay Community Center, are almost totally dependent on paraprofessionals for their counseling staff. One other, Norwalk Helpline, has one-third more paraprofessionals than professional counselors on their staff. There appears to be few, if any, problems in using paraprofessionals and in all cases the practice was considered professionally and ethically sound and economically advantageous.

This conclusion is reenforced by the number of volunteers processed through the Downey Volunteer Bureau. With only one full-time employee, they processed over 200 volunteers last year and this appears to be about the number for each of their years in operation. Although follow-up is informal, very few problems have arisen in the agencies using the volunteers. The reasons for people volunteering appears to reenforce this conclusion: 55 percent want to help others or find volunteer work a life-enriching activity, 25 percent have extra time, 10 percent need work experience, and only 10 percent are doing it because they are lonely or bored, not necessarily a negative reason.

Interview results. In each and every interview, the need for preventive counseling and education was expressed by the agency personnel. All felt that the adult developmental stages approach was a meaningful and practical one. The overall impression of the interviews was one of awareness of the need for preventive counseling but that implementation of this concept in their agencies was hindered by lack of funding and staff.

Almost all of the agency directors, although not having previously thought in such terms, could relate their client population needs to the concept of an Adult Growth Development Center. Most were "excited" by the idea and expressed interest in seeing such a center come into being. Again, the feeling about this was that it was something that should be done, but that they did not have the funding or staff to do it themselves. All indicated, in one way or another, a genuine interest in actively assisting anyone developing such a center.

Only two of the agencies, Southeast Legal Aid Center and Bellflower Health Center, currently do any preventive counseling or education. One other, Family Services of Long Beach, has done some limited preventive counseling in the past, but had no plans for doing any in the near future. The few agencies which discussed the possibility of future preventive counseling or education were generally focusing on the area of senior citizens. The reasons for this were the availability of funding and legislative mandated requirements.

In discussing the model during the interviews, specific issues or tasks were suggested for inclusion in the list of the center's goals and objectives. These are discussed in Chapter 3.

In general, the inputs from the directors and administrators, working professionals, were encouraging and strongly supportive of the concept of an Adult Growth and Development Center. The original purpose of the field survey, testing the practicality of the concept with professionals in the field, appears to have been met.

Dick Schmidt
213-925-6472

FIELD SURVEY

ORGANIZATION: ______________________________

1. PURPOSE OF THE ORGANIZATION: ______________________
   ____

2. YEAR ORGANIZATION BEGAN OPERATION: ______________

3. CLIENTS AND SERVICES:

   (a) CLIENTS AND SERVICES PROVIDED: SEE NEXT SHEET.

   (b) HOW DO YOU REACH YOUR CLIENTS?
   PLEASE INDICATE PERCENTAGE.

   CALL-IN OR DROP-IN ____ OUTREACH PROGRAMS ____

   REFERRALS ____ PUBLICITY ____ OTHER ____

   (c) DO YOU PROVIDE SERVICES OTHER THAN COUNSELING?

   SEMINARS ____ WORKSHOPS ____ TRAINING ____

   SPEAKERS ____ OTHER ______________

   (d) HOURS OF OPERATION:

   CENTER OPEN FROM __________ TO __________

   TELEPHONES STAFFED FROM ______ TO __________

   EMERGENCIES ARE HANDLED BY ______________
   ____

   (e) WHAT RESOURCES DO YOU HAVE EITHER IN-HOUSE OR
   AVAILABLE TO YOU?

   ____
   ____

4. STAFFING

(a) PERSONNEL: SEE NEXT SHEET.

(b) HOW DO (DID) YOU RECRUIT YOUR STAFF? ______________

____

____

(c) DOES THE STAFF RECEIVE SUPERVISION (OTHER THAN THE NORMAL DAY-TO-DAY ADMINISTRATIVE SUPERVISION)?

YES _____ NO _____

WHAT TYPE OF SUPERVISION IS GIVEN? ______________

____

HOW OFTEN IS SUPERVISION GIVEN? ______________

____

(d) DOES THE STAFF RECEIVE SPECIAL TRAINING? IF SO, PLEASE COMPLETE THE FOLLOWING:

STAFF	TYPE OF TRAINING	FREQUENCY	TRAINING GIVEN BY
DIRECTOR/ COORDINATOR			
PROFESSIONALS			
PARAPROFESSIONALS			
OTHER			

(e) DOES THE ENTIRE STAFF (NOT JUST THE TELEPHONE MONITORS) RECEIVE SPECIAL TRAINING IN WORKING WITH CLIENTS BY TELEPHONE? ______________

PLEASE GIVE A BRIEF DESCRIPTION OF THIS TRAINING.

____

____

5. FEES: IF FEES ARE CHARGED, ARE THEY FIXED _____ SLIDING SCALE _____ DONATION _____ (PLEASE ATTACH A SCHEDULE OF FEES)

6. FACILITIES:

(a) WHERE IS YOUR ORGANIZATION LOCATED? ____________

____

(b) WHY WAS THIS LOCATION SELECTED? ____________

____

(c) TOTAL SPACE AVAILABLE ____________

(d) NUMBER OF TELEPHONES ____________

7. COMMENTS:

PLEASE MAKE ANY COMMENTS OR ATTACH ANY HANDOUTS THAT YOU FEEL WILL BE HELPFUL IN UNDERSTANDING THE WORK THAT YOU DO.

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS FORM.

STAFF: PLEASE INDICATE IN APPROPRIATE SPACE THE NUMBER OF PERSONNEL IN EACH CATEGORY.

STAFF	VOLUNTEER	PAID	FULL-TIME	PART-TIME	MALES	FEMALES	AGE OR GROUP AVERAGE	CRITERIA FOR SELECTION OR EMPLOYMENT
DIRECTOR/COORDINATOR								
PROFESSIONALS (B.A. OR HIGHER DEGREE)								
PARAPROFESSIONALS (NON-DEGREED)								
OFFICE STAFF								
OTHERS (PLEASE SPECIFY)								
OTHERS (PLEASE SPECIFY)								

CLIENTS AND SERVICES PROVIDED: IN THIS SECTION I AM INTERESTED IN THE BASIC CAUSES OF BEHAVIOR RATHER THAN THEIR OVERT EXPRESSION. FOR EXAMPLE, RATHER THAN SUICIDAL IMPULSES, THE BASIC PROBLEM MAY HAVE BEEN AN INABILITY TO COPE WITH ALONENESS OR REJECTION. PLEASE INDICATE THE FIVE MOST COMMON BASIC PROBLEMS OR ISSUES THAT CLIENTS COME TO YOU WITH SEEKING HELP. IF POSSIBLE, PLEASE PROVIDE A BREAKDOWN OF SERVICES PROVIDED BY THE CATEGORIES LISTED AT THE TOP OF THE FORM.

		IN-PERSON		BY TELEPHONE		
BASIC PROBLEM OR ISSUE	NUMBER OR PERCENTAGE OF TOTAL	FIVE OR FEWER VISITS	SIX OR MORE VISITS	SINGLE CONTACT	ON-GOING CONTACT	COMMENTS
MOST COMMON						
SECOND MOST COMMON						
THIRD MOST COMMON						
FOURTH MOST COMMON						
FIFTH MOST COMMON						